DOCUMENT RESUME

ED 025 050 64 EC 001 674

By- Johnson, Richard A.
A Pilot Demonstration of the Application of Educational Television to the In-Service Training Needs of Teachers of the Mentally Retarded. Final Report.
Minnesota State Dept. of Education, St. Paul.
Spons Agency- Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No- BR-5-1000
Pub Date Aug 67
Contract- OEC-5-16-035
Note- 135p.
EDRS Price MF-$0.75 HC-$6.85
Descriptors- *Audiovisual Instruction, Behavior Change, Class Management, Demonstration Projects, Educational Television, *Exceptional Child Research, Individualized Instruction, Inservice Teacher Education, Mentally Handicapped, Open Circuit Television, Pilot Projects, *Professional Education, Program Evaluation, Teacher Improvement, *Teaching Methods, Televised Instruction

The project was developed out of recognition of the gap existing between formal training programs for teachers of the educable retarded and actual classroom teaching. In an attempt to provide meaningful inservice experiences to a large number of both urban and rural special class teachers at minimal per teacher expense, the Minnesota State Department of Education, in cooperation with an educational television station, produced four 30-minute programs which were broadcast at 3:30 p.m. and emphasized teaching for individual differences and behavior management. The programs were filmed in actual classes for the educable mentally retarded. A teacher evaluation form was sent to 315 educable class teachers in Minnesota and Wisconsin within broadcast range; on 11 questions relating to the ability of the programs to convey specific, salient aspects of classroom teaching of the mentally retarded, responses were significantly favorable ($p=.05$ or $p=.01$). Recommendations were for continuation of the project over a 2-year period with the production of 30 or more programs, and for procedural, technical, and professional changes which would improve program quality and make possible production at a lower per program expense. (Author/SN)

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FINAL REPORT
Grant No. OE 5-16-035

A PILOT DEMONSTRATION OF THE APPLICATION OF EDUCATIONAL TELEVISION TO THE IN-SERVICE TRAINING NEEDS OF TEACHERS OF THE MENTALLY RETARDED

August 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

EC 001 674

ED025050

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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"A PILOT DEMONSTRATION OF THE APPLICATION OF EDUCATIONAL TELEVISION TO THE IN-SERVICE TRAINING NEEDS OF TEACHERS OF THE MENTALLY RETARDED"

OE 5-16-035

RICHARD A. JOHNSON

JANUARY 15, 1967

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MINNESOTA STATE DEPARTMENT OF EDUCATION

ST. PAUL, MINNESOTA

ED025050

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ACKNOWLEDGEMENTS

Assistance, cooperation, and support for this Project came from numerous agencies and individuals. Particular mention should be made of the University of Minnesota, the Minnesota and Minneapolis Associations for Retarded Children, the Roseville, Minneapolis, Robbinsdale, and St. Paul school districts, the Minnesota Mining and Manufacturing Company, and the Bureau for Handicapped Children, Wisconsin State Department of Public Instruction.

Individuals who deserve special mention are Mrs. Irene Herk and Dr. Charlotte Podolsky, who were especially helpful with the difficult program editing and script writing phases; Dr. Harriet Blodget, who co-authored the initial proposal and who provided much philosophical and personal support; and Mr. Richard Johnson, who co-authored the initial proposal, chaired the Consultants' Committee, and who wrote this Final Report.

The Minnesota State Department of Education is grateful for contributions made by these agencies and individuals, and wishes to express its appreciation to other Consultant Committee staff, agencies, and individuals who assisted with this Project.

Chapter I

HISTORICAL REVIEW

THE BEGINNING

On October 3, 1963, Dr. Victor Kerns, Director of Programs for KTCA-TV (The Twin City Area Education Television Corporation, non-profit, St. Paul), called together a small group of Minnesota Special Educators. The purpose of the meeting was to discuss the possible applications of educational television to the specific area of education of mentally retarded children.

This first meeting stimulated a great amount of enthusiasm for the possibilities that broadcast television seemed to offer in the field of Special Education. The specific proposal which was generated by this exploratory meeting was to develop a structure by which television could program sequences of special class instruction that could be shown to educable retarded children while in class.

A SPECIFIC FOCUS

A second meeting, attended by an expanded number of special educators and interested persons, was called. The consensus of all in attendance was (1) that special classes and teachers are not, or at least should not be subject matter oriented, (2) programs which focused on the mechanics of academic instruction would exaggerate that facet of special class organization, (3) the area in which ETV could make the most significant contribution was in the area of inservice training of teachers, and (4) inservice ETV programs should attempt to bring to the teacher in the field practical demonstrations of model teaching designed to bridge the gap between formalized college training and the "cold water" of actual teaching.

HEW ENCOURAGED PROJECT

Subsequent to these meetings, Dr. Kerns corresponded with the Office of Education, Department of Health, Education, and Welfare (HEW) relative to possible funding. The response from William C. Wolf, Jr., Research Coordinator in the Cooperative Research Branch, was encouraging. This HEW response stimulated further local interest and effort. Local funds were contributed by the Minnesota and Minneapolis

Associations for Retarded Children for the purpose of drafting a proposal to HEW.

PROPOSAL WRITTEN

After further preliminary planning, Dr. Harriet Blodgett, Director of Sheltering Arms School in Minneapolis, and Mr. Richard Johnson, then State Consultant on Programs for the Mentally Retarded, Minnesota State Department of Education were asked by Dr. Kerns to write a proposal to be submitted to HEW.

SUBMITTED AND APPROVED

On February 23, 1965, the completed Proposal for a pilot project was officially submitted to HEW by the Minnesota Department of Education. This Proposal, entitled "A Pilot Demonstration of the Application of Educational Television to the In-Service Training Needs of Teachers of the Mentally Retarded," although originally submitted to the Small Contracts Program, was eventually referred to the Media Research and Dissemination Branch. Approval for funds necessary to conduct the pilot project came on April 26, 1965, approximately 20 months after the first meeting of interested professionals.

KTCA-TV, as initiator of the project and as the only educational television station in the Minneapolis-St. Paul area, was selected by the Department of Education to provide project direction and to conduct the technical phases. A contract between KTCA-TV and the Department of Education was subsequently negotiated.

KEY PERSONNEL

Personnel named to conduct the Project were Dr. Victor Kerns (Project Director), Mr. Ellsworth Stenswick (Principal Investigator until June 29, 1965, when he left his position as State Director of Special Education), and Mr. Thomas Irvin (Principal investigator replacing Mr. Stenswick). An advisory committee of consultants to the project was named and met at regular intervals under the direction of Mr. Richard Johnson (Chairman of the Consultants' Advisory Committee).

IMPLEMENTATION

Four pilot television programs, which followed guidelines established in the Project Proposal, were produced and broadcast to over 300 teachers of educable retarded children in Minnesota and

IMPLEMENTATION

Wisconsin. These programs were telecast during late February and early March of 1966. Follow-up evaluations were conducted, as outlined in the Project Proposal, during March and April, 1966.

PROJECT OUTCOMES

Film transfers of each of the telecast programs have been made. These will provide opportunities to a variety of interested groups to conveniently view the lessons. The project also retains the master videotapes which were produced.

The four film lessons are now available on loan from the Audio-Visual Services of the Minnesota Department of Education, St. Paul, Minnesota 55101.

MAJOR CONCLUSIONS

Conclusions of the Project personnel, of the Consultants' Committee, and of teachers assisting in the evaluation were (1) the four programs developed, although pilot in nature and "rough draft" in form, were well received and would serve as prototypes for future development of similar programs, and (2) a sophisticated series of inservice programs for teachers of the mentally retarded, using broadcast television and based on experience gained during the Pilot Project, is sorely needed, is possible to produce and would make a significant contribution to classroom programming for retarded children.

SEE APPENDIXES

Specific historical information relating to the conduct of this project may be found in the appendixes, especially Appendix B, "Minutes of Consultants' Meetings," Appendix I, "Selected Project Correspondence," and Appendix F, "Quarterly Reports to HEW."

Chapter II

REVIEW OF THE PROJECT PROPOSAL

STATEMENT OF THE PROBLEM

The problem, briefly stated, is one of finding an effective means of narrowing the usually large gap between (1) theory related to teaching educable mentally retarded children (EMR) and, (2) practical, day to day implementation of these theories. This "gap" is especially great in an area most vital to provision of learning experiences for EMR's, that of adjusting the day to day instructional program to account for individual differences.

INDIVIDUAL DIFFERENCES NEGLECTED

Training institutions, state departments of education, and local supervisory personnel in Minnesota and surrounding states have found this key area one of the most difficult to convey to teachers through "coursework" or through the usually quite limited student teaching facilities. Prognosis for improvement of future teacher-product quality was not encouraging, primarily due to the shortage of trained and classroom-experienced college staff, and to the lack of a large reservoir of "expert" teachers with whom to place the teacher-in-training.

INSERVICE NEEDED

It was obvious that much could be done by *formal inservice* training programs to upgrade teachers of the retarded, and a few larger school systems were making limited efforts to devise effective inservice programs. The majority of special class teachers, however, were scattered in smaller communities where inservice programs were not feasible.

USE ETV

Attempts to project solutions for this problem brought into focus the possible application of educational broadcast television (ETV). It was postulated that (1) ETV would be an effective inservice technique if quality programs could be developed which used for its models "expert" teachers and their classrooms, and (2) this little-used method could reach large numbers of teachers with a minimal per teacher investment in time or money.

Specific objectives, briefly stated, of this pilot project were to:

OBJECTIVES

1. Develop four television programs which would emphasize "how to teach" individual educable children in a group setting, using carefully selected teachers.
2. Broadcast these programs over educational television to teachers of the retarded.
3. Conduct an evaluation program to determine the value of this type of inservice training.
4. Identify and project corrective action for problems, technical, professional, or aesthetic, which would limit application or effectiveness of this method of inservice training.

PROCEDURES

Specific procedures are best reviewed by referring to pages 4-6 of the Project Proposal (Appendix A). Procedures outlined on these pages were designed not only to implement the proposal, but to provide continual feedback on problems which could be corrected in future series. This evaluative "feedback" was ensured by dividing all specific procedures into six "phases," as follows:

Pre-planning Phase
Field Work Phase
Production Phase
Television Phase
Evaluation Phase I
Evaluation Phase II

A timetable for each phase was established, and development and implementation of specific procedure within each phase was carefully supervised by an advisory consultant committee.

In addition to the areas discussed above, the project proposal also covered finances, evaluation, project personnel, facilities, etc. For specific information on these, or for more detailed information on those aspects summarized here, refer to Appendix A, and to succeeding chapters of this report.

Chapter III

PROJECT IMPLEMENTATION

CONSULTANT COMMITTEE EMPLOYED

As suggested in Chapter II, Project implementation was very carefully defined and controlled by the phase schedule into which all specific objectives were incorporated. To insure phase continuity and supervision in light of the many technical and professional problems expected, an advisory committee of consultants was employed. This committee, under the direction of a Chairman and the Project Director, met approximately once a month to review progress, advise on problems or on new developments, and to make specific "work" assignments to committee members (develop instruments, write scripts, etc.). In addition, assigned sub-committees met numerous times to develop recommendations on major areas such as site and teacher selection.

MET MONTHLY

SYNTHESIS: PHASE DEVELOPMENT

While a careful review of Appendix B, "Minutes of Consultants' Meetings," will give a rather complete chronology of project implementation, a synthesis of progress, problems, and chronology on a phase by phase basis is necessary for a more global understanding. Following is a phase by phase description of project implementation:

I PRE-PLANNING PHASE (PHASE I)

This phase, scheduled to span the period from July 1, 1965 - September 30, 1965, consisted of the following specific objectives:

SPECIFIC OBJECTIVES

1. Preliminary discussion and development of evaluative instruments.
2. Tentative screening and selection of teachers to be filmed as "Master Teachers."
3. Development of procedures and forms necessary to notify schools and individual teachers of the project's purpose.
4. Preliminary arrangements for technical crews and discussion of their role.

5. Contracts with State Departments in cooperating states.

6. Selection of specific emphasis for each of the four television programs.

SOME OBJECTIVES ROUTINE

Three, four, and five above required only coordination, were achieved with little intra-committee controversy, and caused only a few minor problems. Items one, two, and six, however, were deemed as more critical, and consumed a great deal of committee time and energy.

THE MOST CRITICAL ITEM

One of the most critical and difficult items to be accomplished during this phase was No. 2 above, screening and selection of "Master Teachers." This was most critical as program effectiveness and quality would be reduced if a teacher were selected who was not an appropriate, stimulating "model," and difficult because of the number of variables and problems involved in selecting and engaging these four teachers. Problems to be solved included the following:

> Who would be responsible for the final selection?
> What administrative criteria for selection?
> What personal criteria for selection?
> What selection procedure?
> How much involvement of the teachers who were selected would be necessary?
> Degree of interest of cooperating district.
> Restriction of selection by technical factors of lighting, room size, etc.

In order to accomplish the selection of teachers, and reduce the number of problems which might occur, the following criteria and procedures were selected, agreed upon, and followed:

A. Criteria

SELECTION CRITERIA

1. Teachers selected would be from the Twin City or Surburban areas due to technical costs (mileage for trucks, crew time, etc.)

2. Teachers to be selected would be teaching an elementary level special class for the educable mentally retarded.

SELECTION CRITERIA

3. The teacher must be a qualified and certified teacher of the mentally retarded.

4. The teacher must be recommended by her supervisor or principal.

5. The school district involved must indicate interest in and cooperation with project objectives.

B. Procedures

1. Project Director would solicit nominations from all Metropolitan area Directors of Special Education, from Project Consultants, and from the State Department of Education.

2. Nominations would be discussed by the full Consultants' Committee.

SELECTION PROCEDURES

3. A team of two professional consultants would be assigned to make on-the-spot observations of teachers nominated, including discussions with the teacher's supervisor.

4. Technical representatives from KTCA would screen each site to determine technical feasibility if teacher were selected.

5. These technical and professional consultants would recommend four teachers and one alternate to the Project Director.

6. The Project Director would make arrangements for engaging the services of these four teachers and their school districts.

TECHNICAL RESTRICTIONS ON SELECTION

In implementing this procedure, a very frustrating problem was the restriction on teacher selection imposed by technical requirements of lighting, space, distance from station, power requirements, etc. In a number of instances, top teachers had to be passed over because of technical incompatibility of site.

THE PARTICIPATING DISTRICTS

Using the criteria and procedures outlined above, four teachers and their classes were selected for taping, and administrative arrangements were made for involvement of their parent school districts. These districts were Minneapolis, St. Paul, Robbinsdale, and Roseville, the latter two being suburban communities of Minneapolis and St. Paul, respectively.

CONTENT AREAS SELECTED

Another area which required a large amount of Staff attention and energies was No. 6, "Selection of Specific Emphasis for each of the Four Films." In order to select the content areas to be covered in each of the four films, the Consultant Committee and Project Staff agreed on the following key areas of concentration:

Grouping
Selection and use of material
Maximal use of motivational and interest factors
Diagnostic teaching

INDIVIDUAL DIFFERENCES

The Committee observed that it would be difficult to isolate any of the above as singular entities, as they are interrelated and somewhat dependent one on the other. It was agreed that narrative comments and emphasis would concentrate on the successful treatment of individual differences and behavior management.

II FIELD WORK PHASE (PHASE II)

This phase, selected to span the period of time from September 30 - November 15, 1965, began on schedule and consisted of the following specific objectives:

SPECIFIC OBJECTIVES

1. Final selection of teachers.
2. Sending technical crews into the field to tape teachers selected.
3. Communication with selected neighboring states to request cooperation of teachers within the broadcast range of KTCA and its affiliates.

SOME OBJECTIVES ROUTINE

Items one and three were fairly routine, with most of the work and decision making for selection of teachers completed in Phase I, and with other-state contacts being interpretive and consultative in nature. Limitations of consultant time, money, and affiliate broadcast facilities precluded involving North Dakota, South Dakota, and Iowa. Cooperation of the State of Wisconsin (Department of Education and selected teachers) was obtained.

ACTUAL FILMING AND PROBLEMS

The item in this phase that was the most difficult, expensive, and time-consuming was the actual taping of the special classrooms. Coordination of scheduling of technical crews and equipment with school schedules in four different, autonomous districts was a major problem. Combining of professional and technical personnel who had not worked together previously was another problem, lack of space in the remote vans another. Orientation of teachers to eliminate "stage fright" or artificiality, obtaining parent release forms, camera and operator concealment, correlating classroom action with tape footage to simplify later editing , scheduling of consultant time to ensure at least two professional co-directors, necessity for on-the-spot selection of significant content, etc., were also problems. It is interesting to note that only a few of these problems had been predicted or expected. Obvious problems which were expected related to camera concealment, parent release for television, and oreintation of teachers to be filmed.

This section of the field work phase was one of the most valuable "pilot" aspects of the project. Although program quality suffered, the learning experiences and gains in improved performance, among both the technical and professional staff, with each successive tape, resulted in a number of major recommendations for any future similar project. These recommendations will be included in Chapter V.

For documentation purposes, procedures followed in implementing the videotape section of the field work phase were established as follows:

FILMING PROCEDURES

1. Only one site would be videotaped per day.
2. Approximately four hours of "live" (actual classroom experiences) taping would take place at each site.
3. Crew would consist of a technical director and two professional consultant subject matter co-directors, two in-class cameramen, and other technical support personnel.
4. The job of co-directing for subject matter purposes would be rotated among the members of the Consultant Committee, with one member remaining constant for all four locations.
5. Two in-class cameras were used. One, at any given time, to be recording and the other to be used for "panning" to locate any other significant subject matter to be filmed. These cameras and cameramen were located in two separate corners behind specially constructed baffles designed to minimize distraction to the class. See Appendix G for a drawing of this baffle.
6. The baffles for the camera and camera operator would be placed in the classroom several days before the actual videotaping.
7. For purposes of orientation, the consultant scheduled to assist in subject matter direction at any given location (special class) would arrange to spend some time at a preceding site observing in the remote control van.

CLASSROOM DISRUPTION NEGLIGIBLE

It is important to note here that in implementing the above procedures to actually get "action" on video tape, the problem that was most expected and feared was the one of classroom disruption and pupil distraction due to wiring, cameras, and commotion. As it turned out, this was one of the least important problems, and did not prove to have a significant impact on the realism of the programs.

Problems encountered over-extended the time allocated for this phase by four weeks. As a result, schedules for each succeeding phase were disrupted.

III PRODUCTION PHASE

This phase was completed on February 15, 1966, and consisted of:

SPECIFIC OBJECTIVES

1. Editing of raw videotape
2. Writing of script
3. Taping of narrative
4. Preview of videotape by Consultants' Committee

PROBLEM AREAS

With the exception of No. 4 above, each of steps (1-3) was very difficult and time-consuming. Primary problems centered around (1) scheduling of electronic editing machinery and technical staff with available consultant time, (2) unfamiliarity of professional consultants with technical aspects of editing, (3) difficulty of eliminating three and a half hours of meaningful videotape in favor of 26 minutes of "more" meaningful material, (4) amount of time involved in this process for "part-time" consultants with other full-time positions, (5) the fact that only three consultants (Mrs. Irene Herk of the State Department of Education, Dr. Charlotte Podolsky of the University of Minnesota, and Mr. Richard Johnson from the Duluth Public Schools) were involved in completing the total editing and script writing process, (6) financial limitations limiting employment of personnel such as a professional narrator, (7) professional and technical personnel that had no previous experience with this specific application of broadcast television, (8) tight time schedule which prevented changes in the "draft" product, etc.

LEARNED FROM PROBLEMS

Again, the problems which arose during this phase were valuable to the Project in terms of experience and projected solutions for anticipated and previously unanticipated problems.

Procedures followed during the implementation of this phase were as follows:

PHASE III PROCEDURES

1. Each raw videotape was edited (cut) to about 26 minutes from a tape length of about four hours. Electronic editing was used.
2. Upon completion of step 1 above, narrative comments were written.
3. Upon completion of step 2, the narrative comments were integrated with the videotape.
4. Steps 1-3 were repeated for each program.
5. The consultant committee viewed the finished product before broadcasting (this was possible only on program No. 1 because of the tight time schedule).
6. Revision of the "draft" product to eliminate "rough" spots in the narrative, editing, etc. (Programs were broadcast in "draft" form. This step was not possible due to schedule and finances.)

"FINISHED" PRODUCT NOT POSSIBLE

Perhaps the most distracting problem to those personnel who worked on this phase was the fact that "time" and "money" ran out before step six above could be completed. Program quality for each of the four finished programs could have been greatly improved with additional financing. Project personnel, however, felt that the programs were satisfactory as "pilot" efforts.

IV TELEVISING PHASE (PHASE IV)

This phase was completed in early March.

Specific objectives for this phase were to:

PHASE IV OBJECTIVES

1. Establish television broadcast schedule.
2. Notify teachers and other professionals of the broadcast schedule.

PHASE IV
OBJECTIVES

3. Send evaluation procedures and forms to teachers in Minnesota and Wisconsin who are within KTCA or affiliate service area.

4. Broadcast each film twice. Due to conflict with existing TV schedules, each program was broadcast only once.

The pilot series of inservice programs was broadcast after school (3:30 p.m.) on four separate days during February and early March of 1966. Before broadcasting, evaluation forms were sent to over 300 teachers in Minnesota and Wisconsin, with a request that they be completed and returned to the Minnesota State Department of Education. See Appendix C for a copy of this evaluation form. Teachers receiving the evaluation forms were teaching in both rural and metropolitan settings--about one-half metropolitan and one-half rural.

V EVALUATION PHASE I (PHASE V)

This phase was completed in April.

Specific objectives for this phase were as follows:

PHASE V
OBJECTIVES

1. Receive all evaluation forms from teachers by March 15, 1966.

2. Conduct preliminary tally of responses.

3. If response overwhelming (positive or negative according to the preliminary tally), proceed without further tactical evaluative measures.

4. If preliminary tally reveals little conclusive evidence, proceed with the following:

    a. Personal interviews with selected teachers.

    b. Group meetings with University classes of special teachers in-training.

c. Re-broadcast one or two of the series with more control on notification, using a different evaluation form.

PHASE V OBJECTIVES

d. Use a sophisticated statistical analysis of responses.

5. Hold meeting of all project staff and consultants to review preliminary tally results and to discuss any positive or negative feedback received by above personnel.

RESULTS IN CHAPTER IV

Preliminary tally results were conclusive enough to enable step four above to be eliminated. Discussion of the results of the evaluation will be found in Chapter IV.

VI EVALUATION PHASE II (PHASE VI)

This phase, scheduled to be completed by July 1, 1966, consisted of the following objectives:

1. Evaluate need for expansion of Project.
2. Outline and write final report to HEW.
3. Explore financing for expansion of Project, if warranted.
4. Officially disband Consultants' Committee.

Based on evaluation results and on considerable positive oral feedback from teachers in the field, Project Staff and the Consultants' Committee agreed that some type of continuation of the Project was warranted and necessary. Stipulations specified were that (1) the financing be sufficient to produce quality programs, (2) full time personnel should be used, and (3) exploration of the possibility of application to other handicapping areas be made.

One observation in which consensus was reached was that this type of program could be extremely valuable to University and College training programs as well as to teachers in the field.

Chapter IV

PROJECT EVALUATION

Evaluation of the pilot television programs was conducted in four basic steps:

FOUR EVALUATION STEPS

1. Selection of population (viewing teachers) and design of the teacher evaluation form.
2. Dissemination of the evaluation instrument and broadcast schedule.
3. Collection and tabulation of the raw data.
4. Analysis of the data and summarization of results.

A DEMONSTRATION PROJECT

NOT RESEARCH ORIENTED

Before discussing any of the above steps in more detail, it would perhaps be well to review the nature of the Project. It was designed as a demonstration project to explore the technical and professional problems connected with the production of inservice broadcast television programs designed to adequately convey the important ingredients of actual classroom teaching of the educable mentally retarded. In addition to determining "production feasibility," the Project also was designed to demonstrate the value to teachers of this type of inservice approach.

The method and the instrument used were selected and devised to give practical indicators regarding changes necessary for development of future programs of high quality in terms of inservice impact.

Further, no attempts were made by Project Staff to measure changes in behavior, information level, or attitudes that may have been brought about through a teacher's participation in this Project.

TWO MAJOR OBJECTIVES

This project was designed (1) to show that broadcast quality programs using actual classroom situations could be produced, and (2) to measure in some way the reaction of those teachers who watched the four programs. These objectives and the degree to which they were achieved are discussed in detail below:

1. CAN BROADCAST QUALITY PROGRAMS BE DEVELOPED USING THE ACTUAL TEACHING ENVIRONMENT?

PILOT COSTS = $4000.00 PER PROGRAM

In the opinion of all of the technical and professional staff, high quality programs using teachers actually teaching in their own rooms can be developed at a cost low enough to make a large number of such programs economically feasible. True costs per program for the Pilot series ran in excess of $4,000 per program. Much of this per-program cost, however, can be ascribed (1) to the rather expensive process of "tooling up," (2) to expenses brought about by the need for a formal evaluation process, and (3) to the decision to use four separate teachers in four widely scattered locations.

COSTS COULD BE REDUCED

MUST USE ACTUAL CLASSROOM

Project Staff estimates that per-film costs could be reduced if a large number of programs, 30-40 for example, were produced. Cost per film could be reduced further if the filming were done in the television station rather than in the actual classroom. All staff involved, however, felt that programs produced in this manner would have a much lower inservice value due to the artificial, "canned" nature of the instructional process under such conditions. Comments from teachers around the state (received by project staff) often referred to the value of being able to watch a "model" teacher at work in a natural, spontaneous setting.

These cost estimates are made with the assumption that technical aspects of the programs would be furnished by a nonprofit educational television station, as costs per program could be much higher if commercial stations were to perform technical phases. The cost estimates are also made with the assumption that the specific recommendations listed in Chapter V be implemented if an expansion of this project is attempted.

TECHNICAL ASPECTS ADEQUATE

For information obtained from the teacher evaluation forms which support the projection of at least "technical" feasibility, refer to Table VI. Questions 12 through 13 relate to specific technical considerations which were found adequate by those who watched the programs.

REMOTE CONTROL CAMERAS USED

In keeping with the demonstration and pilot nature of the Project, one of the four programs (Film III) was taped using two remote control vidicon cameras provided by Diamond Electronics Company. Although some problems occurred, such as less adequate sound (see Table VI, question 13, Film III), lack of flexibility in following the classroom action, etc., it was felt that these problems resulted due to the lack of experience in camera placement and to early installation problems rather than to system inadequacy. Other technical aspects (picture resolution, etc.) were adequate and an acceptable program was developed. Future use of this type of system application might be made where technical factors (such as small space, limited power, etc.) preclude use of large studio cameras.

2. BASED ON THE RESULTS OF SUBJECTIVE COMMENTS AND RESPONSES ON THE TEACHER EVALUATION FORM, DOES THE CONCEPT OF USING "MODEL" TEACHERS AND THEIR CLASSES TO PRODUCE INSERVICE PROGRAMS FOR BROADCAST TELEVISION HAVE SIGNIFICANT VALUE?

SOME OBSERVATIONS

An inspection of the results shows that (1) the series was generally well received by those teachers who watched one or more of the programs, (2) specific problems were identified, especially with regard to program fragmentation (showing, as was done, parts of a large number of lessons rather than showing, for example, a half-hour lesson related to the teaching of music.), (3) a number of specific "content" recommendations for future programs were agreed on by most of the teachers, and (4) salient aspects of classroom teaching of the mentally retarded were adequately conveyed by all four of the programs.

In order to elaborate further on the above points, and to more specifically answer question two above, it will be necessary to examine in more detail steps 1 and 4 of the evaluative process as outlined in the beginning of this chapter.

EVALUATION STEP I

Step I Selection of population and design of the Teacher Evaluation Form.

THE POPULATION

All Minnesota teachers of the educable mentally retarded teaching within broadcast range of educational television stations in St. Paul, Duluth, and Appleton, Minnesota (approximately 300 teachers) were notified of the broadcast schedule, and were sent copies of the Teacher Evaluation Form. In addition, about 15 Wisconsin teachers, who were within broadcast range of the Duluth and St. Paul stations, were included. Tables I, II, III, and IV define more specifically the actual population that watched the program and responded on the Teacher Evaluation Form.

YEARS OF HIGHER EDUCATION

Table I shows that 107 of the teachers who watched Program one* had four years of college or more, and only 20%, or 28 teachers, had less than four years of college. Comparable ratios exist for Programs two, three, and four.

WHAT CERTIFICATION?

Table II shows that most of the teachers who responded held basic elementary certification, and, somewhat surprisingly, 121 of 135 for Program I held some type of special class certification. The Project Staff had assumed that the proportion of those without formal special class certificates would have been larger.

HOW MUCH TEACHING EXPERIENCE?

Table III lists the regular and special class experience patterns for the responding population. Data for Program I shows, for example, that 69% of those responding had 6 or more years of regular class experience, but that only 48% had 6 years or more of special class experience. More than half of the teachers responding had five years or less of special class experience.

Table IV shows the number of teachers who responded that teach the various special class levels (Elementary, Jr. High, Sr. High).

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* Program I - Robbinsdale, Miss Bradshaw
* Program II - Roseville, Mrs. Singer
* Program III - Minneapolis, Mrs. Reynolds
* Program IV - St. Paul, Miss Tenhunen

TABLE I. YEARS OF HIGHER EDUCATION OF TEACHERS RESPONDING ON TEACHER EVALUATION FORM (Question 2, Identifying Information)

# of teachers responding	1 Yr.	2 Yrs.	3 Yrs.	4 Yrs.	5 Yrs.	6 Yrs.
Program I (Robbinsdale) N-135	0	8	20	73	27	7
Program II (Roseville) N-135	0	7	21	67	32	8
Program III (Minneapolis) N-131	0	8	20	66	29	8
Program IV (St. Paul) N-120	0	7	15	60	29	9

TABLE II. CERTIFICATION HELD BY TEACHERS RESPONDING ON TEACHER EVALUATION FORM (Question 4, Identifying Information)

		Regular Elementary	Other (1)	Special Class Provisional (2)	Special Class Full (3)
# of teachers	Program I (Robbinsdale) N-135	105	23	21	100
	Program II (Roseville) N-135	108	24	17	107
	Program III (Minneapolis) N-131	102	29	19	100
	Program IV (St. Paul) N-120	91	13	15	98

(1) Jr. and Sr. High, 1 Yr. limited elementary, etc.
(2) Minimum of 8 Qtr. HR Credits in Special Education
(3) Minimum of 23 Qtr. HR Credits in Special Education and Related Fields

TABLE III. PERCENT OF TEACHERS RESPONDING ON TEACHER EVALUATION FORM WITH REGULAR GRADE AND/OR SPECIAL CLASS TEACHING EXPERIENCE (Question 5, Identifying Information)

		% with Regular Class Experience			% with Special Class Experience		
		0-5 Yrs.	6-15 Yrs.	16+ Yrs.	0-5 Yrs.	6-15 Yrs.	16+ Yrs.
% of teachers	Program I (Robbinsdale) N-135	31	45	24	52	38	10
	Program II (Roseville) N-135	30	41	29	54	39	7
	Program III (Minneapolis) N-131	35	35	30	54	37	9
	Program IV (St. Paul) N-120	35	46	19	53	36	11

TABLE IV. LEVEL OF SPECIAL CLASS TAUGHT BY TEACHERS RESPONDING TO EVALUATION FORM (Question 5b, Identifying Information)

		Program I (N-135)	Program II (N-135)	Program III (N-131)	Program IV (N-120)
# teaching	Elementary Level	100	99	93	85
	Jr. High	26	27	31	21
	Sr. High	9	9	9	5

TABLE V. RESPONSES TO QUESTIONS 1-11 ON TEACHER EVALUATION FORM

		Questions (Covering Specific Aspects of How Well Films Conveyed Important Ingredients of Teaching)**																																
		1			2			3			4			5			6			7			8			9			10			11		
		A*	B*	C*	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
# of responses	Program I	14	71	49	18	62	54	33	69	25	26	69	30	4	31	99	30	66	39	23	71	37	4	49	82	21	65	35	5	45	86	3	54	76
	Program II	2	56	77	0	52	85	5	48	83	6	56	76	1	53	83	5	65	68	8	56	72	1	50	85	12	60	54	6	47	83	12	68	48
	Program III	14	77	39	2	68	58	13	49	67	8	63	59	8	57	65	11	64	57	10	66	51	3	61	67	19	50	41	4	61	66	13	69	22
	Program IV	18	59	48	12	61	52	31	58	39	19	68	41	20	43	60	22	60	39	29	65	28	9	48	62	32	56	30	32	51	40	34	49	39
	M	12	66	53	8	63	62	20	59	53	15	64	51	8	46	77	17	64	51	17	64	47	4	52	74	21	58	40	12	51	69	15	60	46
	%	9	50	41	6	47	47	15	45	40	12	49	39	6	35	59	13	48	39	13	50	37	3	40	57	18	49	33	9	30	52	12	50	38
	% B + C	(91)			(94)			(85)			(88)			(94)			(87)			(87)			(97)			(82)			(91)			(88)		

*A - Poorly Conveyed by Program

B - Adequately Conveyed by Program

C - Well Conveyed by Program

**See Appendix C for Actual Wording of Questions

TABLE VI. RESPONSES TO QUESTIONS 12-15 ON TEACHER EVALUATION FORM
(Covering Specific Technical Aspects of Programs)

% of responses	QUESTIONS*											
	12			13			14			15		
	Yes	No	Undecided	Yes	No	Undecided	Yes	No	Undecided	Yes	No	Undecided
Program I	64	28	8	87	10	3	80	11	9	59	26	15
Program II	73	20	7	92	8	0	91	4	5	30	57	13
Program III	73	18	9	79	20	1	86	8	6	38	52	10
Program IV	76	15	9	92	8	0	86	9	5	40	46	14

*12 - the program was sufficiently long for purposes of inservice training

13 - the sound was adequate

14 - the narration was appropriate and meaningful

15 - the program as presented was too fragmented

TABLE VII. RESPONSES TO QUESTIONS 17, 19, 20, 23, AND 24 ON TEACHER EVALUATION FORM
(Covering Questions Related to Suggestions for Future Series)

	QUESTION*														
	17			19			20			23			24		
% of responses	Yes	No	Undecided	Yes	No	Undecided	Yes	No	Undecided	Yes	No	Undecided	Yes	No	Undecided
Program I	87	5	8	91	3	6	75	16	9	62	28	10	79	9	12
Program II	84	9	7	85	9	6	73	20	7	68	26	6	85	8	7
Program III	85	7	8	86	9	5	75	20	5	62	32	6	74	10	16
Program IV	91	4	5	87	8	5	72	17	11	55	36	9	68	29	9

*17 - Would you like to see more emphasis on special areas (Physical Education, reading, music, art, arithmetic, etc.)?

19 - Would you like to see more emphasis on materials and teaching aids?

20 - Would you like to see more demonstration of programmed learning?

23 - Did this program provide you with any new ideas?

24 - Did you find this program stimulating and interesting?

TABLE VIII. RANK ORDER OF FILMS BY LEAST NUMBER OF NEGATIVE RESPONSES TO QUESTIONS 1-11, TEACHER EVALUATION FORM

Rank order Assignment (1-4)

	QUESTIONS											
	1	2	3	4	5	6	7	8	9	10	11	Rank
Program I	2	4	4	4	2	4	3	3	3	2	1	3
Program II	1	1	1	1	1	1	1	1	1	3	2	1
Program III	3	2	2	2	3	2	2	2	2	1	3	2
Program IV	4	3	3	3	4	3	4	4	4	4	4	4

TABLE IX. TABLE OF CHI SQUARE VALUES FOR RESPONSES TO QUESTIONS 1-11 ON THE TEACHER EVALUATION FORM, PROGRAMS I-IV

	QUESTIONS										
	1	2	3	4	5	6	7	8	9	10	11
X^2 Values	14.38	28.73	35.04	22.74	30.00	27.00	22.87	10.03	12.97	57.73	39.68
X^2 .05*	7.82	7.82	7.82	7.82	7.82	7.82	7.82	7.82	7.82	7.82	7.82
X^2 .01*	11.34	11.34	11.34	11.34	11.34	11.34	11.34	11.34	11.34	11.34	11.34
Significance Level	.01	.01	.01	.01	.01	.01	.01	.05	.01	.01	.01

*3 df

WHAT LEVEL SPECIAL CLASS TAUGHT?

As can be seen from the data, only a very few Senior High teachers responded, with the majority of respondents teaching elementary level special classes. Because the number of formal Senior High classes is much smaller than the number of elementary classes, and because each of the four programs emphasized elementary level special classes, this was expected.

THE "TEACHER EVALUATION FORM"

The teacher evaluation form (see Appendix C) developed to assist in evaluation of the programs was designed to explore the following:

1. Nature of the responding population.
2. Ability of the programs to convey to the viewer specific, salient aspects of classroom teaching of the mentally retarded.
3. Technical qualities of the finished product.
4. Ideas relating to content for future programs.
5. Whether or not the programs were interesting and/or provided the teacher with any new ideas.
6. Non-structured teacher impressions.

Step IV Analysis of the Data and Summarization of Results.

Nature of the Responding Population

RESPONSE TO EVALUATION FORM

One hundred and sixty-three teachers submitted completed teacher evaluation forms for Program I, 160 for Program II, 145 for Program III, and 140 for Program IV. Of these a total of 135 for Program I, 135 for Program II, 131 for Program III, and 120 for Program IV were usable for purposes of this evaluation. Of those that were not included in the tabulations were some that were (1) incorrectly or only partially completed, or (2) they came in too long after the deadline to be incorporated in the report.

LOST DATA

Specific characteristics of the responding population have been previously described. One rather serious procedural error which related to determining the nature of the population was made, however. It was the intention of the Project Staff to compare the responses made to various sections of the Teacher Evaluation Form by geographical sub-group, with the hypothesis being that non-metropolitan teachers would evidence a higher degree of interest and level of participation than would metropolitan area teachers. Unfortunately, through a clerical error, the postmarked envelopes were divorced from the evaluation forms as they arrived in the mail room. As there was no other way to determine the geographical locations, this part of the evaluation was unable to be done. This clerical error also resulted in loss of data which related to the degree of participation by teachers teaching in Wisconsin.

Ability of the Programs to Convey to the Viewer Specific, Salient Aspects of Classroom Teaching of the mentally retarded

MOST ASPECTS ADEQUATELY CONVEYED

Questions one through eleven on the "Rating of Specific Aspects of Programs" section (p.2) of the Teacher Evaluation Form are concerned with the above area. Table I summarizes data obtained on this Section for all four films (programs). For purposes of this evaluation, the responses indicated for "adequately conveyed" and "well conveyed" have been combined, as it is difficult to discriminate between the two. This combined figure was compared to responses indicated under "poorly conveyed." The B and C mean percentage column (% B+C) shows that for five of the questions (1, 2, 5, 8, 10), less than 10% of those responding to these questions replied that a particular aspect of teaching was "poorly conveyed." For the remaining six questions, more than 80% of those responding thought the programs conveyed that particular aspect of teaching "adequately" or "well." As can be seen from Table IX, chi square values were significant at either the .05 or .01 levels, indicating that ratings for all four programs on questions 1-11 were related. For question one, for example, the hypothesis was that the rating of programs is independent of how well the program portrayed the curriculum content. This hypothesis was rejected at the .01 level of confidence.

Simple inspection of the data, then, indicates that the four programs were, according to the responding population, able to effectively convey to the viewer certain important ingredients of classroom teaching for the educable mentally retarded.

RANK ORDER OF PROGRAMS

Rank order assignments by least number of responses to "poorly conveyed" for all questions (1-11) was made in Table VIII. As can be seen, Program II consistently had the least number of such responses, with the only exceptions being questions 10 and 11. Rank order on this variable, then, is as follows: Program II, Program III, Program I, Program IV. Rank order assignments for these programs, however, is not entirely valid, especially for Program IV. This program was produced with an entirely different camera and technical arrangement, as was pointed out earlier in this chapter in the section on technical aspects.

Technical Qualities of the Finished Product

Results obtained from this section of the Teacher Evaluation Form are summarized in Table VI, and have already been discussed earlier in this chapter as support for "technical feasibility."

Ideas Relating to Interest in and Content for Future Programs

Questions 16-24 on page 4 of the Teacher Evaluation Form related primarily to categories of subjects or content which teachers might like to see treated in future programs. Questions 23 and 24 questioned whether or not these programs, as broadcast, were interesting, stimulating, or provided them with any new ideas.

TEACHERS WANT LESS FRAGMENTATION

Questions on which there was a very high number of "yes" responses and intra-program agreement were 17 and 19. Table VII, showing percent of "yes" vs "no" or "undecided" responses, illustrates this. Based on responses to these two questions, teachers would like to see more programs which put emphasis on blocks of program time devoted to special areas, such as physical education, music, art, reading, and arithmetic. This finding is in agreement with subjective observations made by Project Staff and Consultants, in that the approach used tended to fragment the programs to the extent that they were difficult to follow at points. Table VI (Question 15) also illustrates this point. Thirty to fifty-nine percent of the teachers indicated by their responses on this question that "the program as presented was too fragmented."

Responses to these questions (15, 17, 19), then, indicate that future programs should be more specific and continuous as to content or instructional area. The Project Staff feels that this could very easily be done without losing the ability to program-in episodes and/or narration related to individual differences.

While there was some indication (see Table VII) that teachers would like to see "more demonstrations of programmed learning," this indication ran a poor third to responses to questions 17 and 19.

Were the Programs Interesting, Stimulating, or did they Provide the Teacher with any new ideas?

MOST TEACHERS THOUGHT PROGRAMS INTERESTING

Questions 23 and 24 (Table VII) were more general in that they asked the teacher if she were provided "with any new ideas" (Q. 23) or if she thought the programs were "stimulating and interesting" (Q. 24). While the majority of teachers indicated that the programs provided them with new ideas, many more were able to say that the programs were "stimulating and interesting." As these questions were rather non-specific, it would be difficult to generalize any more than to say that the majority of teachers who responded indicated that the programs were stimulating and interesting.

Non-structured Teacher Impressions

ADDITIONAL COMMENTS IMPORTANT

In the "additional comments" section and the "comments" space following questions 1-15 of the Teacher Evaluation Form, many teachers added their own non-structured comments. Selected comments abstracted from the Teacher Evaluation Form for Programs I and II are appended in Appendix D. Many of these comments are very positive in terms of interest in this type of program. Others, more negative in nature, point out a number of the very obvious weaknesses of one or more of these four programs. Too much narration, choppy programs, not enough of one subject or lesson shown, etc. are comments which are meaningful in terms of future program development, in that future programs will have to be modified in many respects.

Evaluation Summary

SUMMARY

In summary, while the results reported here are reported more in descriptive terms rather than in a statistical-research sense, the evaluative results in terms of evaluating "technical feasibility" and "professional applicability" are sufficient. It is clear to Project Staff and Consultants that (1) a high quality (both technically and professionally) program at a reduced cost-per-film could be produced, (2) that teacher and training institution interest in an expanded series of similar nature is very evident, and (3) that programs showing "model" teachers of the retarded in an actual classroom setting can, if produced in a logical sequence and in quantity, be a valuable means of providing meaningful experiences for the teacher-in-training or the teacher-in-service. Although original emphasis was on the application of this concept to broadcast television, Project Staff and Consultants have come to see many other applications (if the programs are reproduced into films), especially for in-service training for the larger special education programs, and for use in University and College training programs.

Chapter V

RECOMMENDATIONS AND SUMMARY

I Recommendations

The many experiences gained by Project Staff and Consultants in the conduct of this Project were invaluable in terms of focusing on development of further in-service programming of this type. Many important recommendations have been agreed on by most technical and professional staff members involved. Many of these recommendations are outlined below, and are assigned to one of four categories, those being: (A) General, (B) Administration, financing and staffing, (C) Program Development, and (D) Use of future Programs.

(A) General

PRODUCE 30 MORE PROGRAMS

1. Indications are that the concept of using ETV as an inservice medium, as applied in this Project, has potential value as a major supplement to existing methods of inservice education, or as the sole source of inservice in districts not providing inservice experiences for Special Class teachers. In order to provide this type of inservice opportunity, and to further explore the impact of this concept, a recommendation is made that 30 or more new programs be developed for use as outlined in section "D" below.

FOLLOW REPORT RECOMMENDATIONS

2. Implementation of (1) above will require some major changes as outlined in this report. If new programs are to have inservice value, recommendations made as a result of the Pilot Project must be implemented.

3. An extension of this Project should be for a minimum of two years, with the first year for production and dissemination of 30

programs related to the educable retarded, and the second year to be used for production and dissemination of an appropriate number of programs related to other handicapping areas, and for Project evaluation.

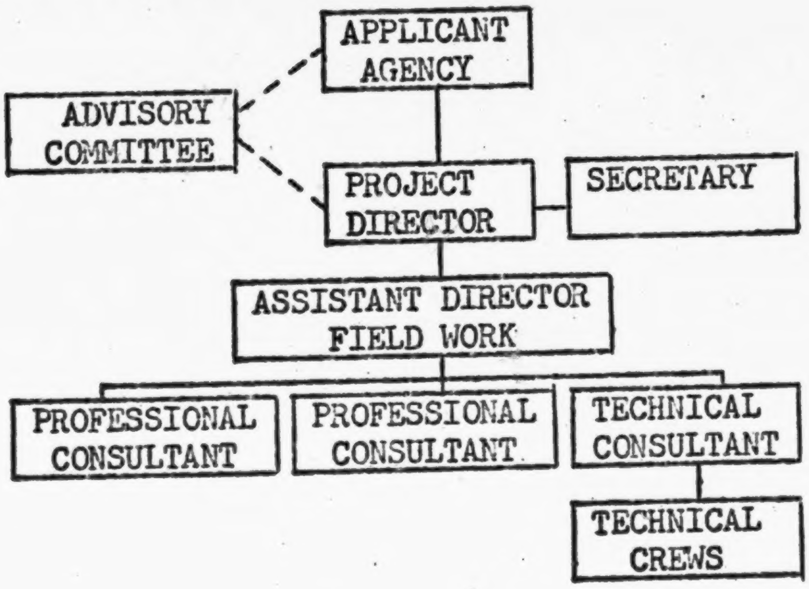
(B) Administration, staffing, and financing

NEW STAFFING PATTERN

1. If an extension of this project is attempted, staffing patterns and allocations should be radically altered. To date, the Project has functioned under a Project Director assigned on a one-tenth time basis. In addition, a large number of part-time consultants were employed both in an advisory capacity and in a production capacity. This approach was administratively cumbersome and expensive.

2. A recommended administrative structure and staffing pattern for continuation of this Project might be:

ADMINISTRATIVE STRUCTURE


APPLICANT AGENCY
ADVISORY COMMITTEE
PROJECT DIRECTOR
SECRETARY
ASSISTANT DIRECTOR FIELD WORK
PROFESSIONAL CONSULTANT
PROFESSIONAL CONSULTANT
TECHNICAL CONSULTANT
TECHNICAL CREWS

Definitions:

Applicant Agency: State Department of Education, Non-profit Educational Television Corporation, Teacher Training institution, etc.

Advisory Committee: A committee appointed by the Applicant Agency to advise on project implementation. This committee should number no more than 6 or 7, and will consist of three or four teachers of the educable retarded, a representative from a teacher training institution, a Director or Supervisor of Special Education, and perhaps one non-special education school administrator. Committee members would not be involved in a production capacity but would advise as necessary on policy, public information, program quality.

Project Director: A full time person should be employed to coordinate all Project activities. He should probably have experience in both teaching of the mentally retarded and in administration. If a competent person were to be employed who was knowledgeable about classroom level programming who also had demonstrated administrative competence, salary level will have to be competitive.

Assistant Director: Field work phases are important and complex phases of a project of this type. An Assistant Director for field work should be assigned on a full time basis to coordinate these aspects and to advise the Director on related aspects.

Secretary - Responsible for all correspondence, clerical work, etc.

RECOMMENDED PROJECT PERSONNEL

Professional Consultants: Two trained and experienced special educators should be employed on a one-fifth time retainer basis to consult with the Project Director on implementation problems, to assist in the field work phases, to assist in script writing, selection of teachers, etc.

Technical Consultant: A half-time person trained and experienced in technical aspects of television programs and film production should be employed to advise the Director on technical aspects, to arrange for technical crews as needed, to assist in site selection, editing of programs, etc. He would also provide access to appropriate equipment, crews, and technical facilities.

Using this rather simplified administrative arrangement and staffing pattern, the Project Director, the Field Work Assistant, and the Technical Consultant would be responsible for program implementation and would do most of the "work" of the Project, with the professional consultants available to assist as deemed necessary by the Director.

(C) Program Development

In order to provide a higher quality program at reduced expense per program, a number of recommendations concerning technical and professional phases are in order:

Technical

"TECHNICAL" RECOMMENDATIONS

1. Use portable, remote cameras and equipment in classrooms where technical requirements of space, power, lighting, etc. are insufficient to allow use of cameramen and studio cameras.
2. When using the small, remote control camera equipment, mount cameras above eye level, and use two cameras, both of which can be remotely controlled to pan, tilt, and zoom.
3. Provide for continuity of camera and technical crew, as much time and program quality is lost if new personnel must be trained in the procedures and vocabulary involved with this type production.
4. Make more use of visual "supers" to correlate with the narration.
5. Use an overhead camera to monitor total classroom activity to see if this would enable Program Director in the remote van to more effectively keep track of all classroom activity.
6. Camera baffles should be placed in the room at least a week before actual filming.

"TECHNICAL" RECOMMENDATIONS

7. If expenses permit, place cameras in room (behind baffles) a day or two before filming to enable the "novelty" of the equipment to diminish.

8. Use a professional (TV experienced) narrator to narrate the program.

9. Continue to use a "wireless mike" for the teacher.

10. Although teachers indicated the "sound" was adequate, investigate ways of improving on this factor.

11. Broadcast programs at about the same time (3:30 p.m.) as was done for the Pilot series, but repeat showings (show on Tuesday and Thursday at 3:30, for example) so that a larger number of teachers might have an opportunity to view the programs.

12. A school year broadcast schedule for a large number of these programs should provide for a different program every week, excluding the first and last two weeks of school, the two-week Christmas vacation period, and the week of Easter vacation.

13. Complete and detailed notes regarding action being taped must be taken at time of taping, and must constantly be correlated with tape footage. This procedure will minimize later editing time and expense.

Professional

1. Programs should be no shorter than one-half hour.

"PROFESSIONAL" RECOMMENDATIONS

2. Produce a number of programs using one "Master" teacher, rather than only one program per teacher as was done in the Pilot Series.

3. Emphasis on attention to individual differences should continue, but program continuity

"PROFESSIONAL" RECOMMENDATIONS

must have some priority. Fragmentation of programs occurs when many small segments of different parts of the instructional day are combined into a half-hour program.

4. Program continuity would be provided for if each program focused on only one or two major activities, lessons, or instructional device, with the focus on content procedure and practical suggestions as well as on individual differences.

5. Only one professional person is necessary to act as program content advisor during actual filming. Two professionals were assigned to advise in this phase of the Pilot Series.

6. The amount of narration should be limited to an appropriate standard as exemplified by Program II. Program I, for example, contained too much narration, and, as a result left very little "air" time for the viewer to listen to the teacher and children. Also, a slower, more relaxed narration is possible if the narrative script is shorter.

7. Major concepts emphasized in the narration and illustrated by any individual program should be limited to no more than two or three. Although many valuable points relating to providing for individual differences were discussed in, for example, Program I, the number was great, and little elaboration or repetition was possible. Again, Program II provided a more acceptable model in this respect.

8. A viewer's guide to each program, listing major concepts or areas covered, age-range and type of class, further suggested reading or resources, etc. should be compiled and sent to teachers along with the broadcast schedule. This was not done during the Pilot Phase due to limitations on staff time and funds, but would have been valuable in

terms of increasing meaningfulness of the program for teachers.

"PROFESSIONAL" RECOMMENDATIONS

9. Allow more time for selection of "Master" teacher. Project Director and Consultants should make independent observations of any teacher recommended by a local special education supervisor.

10. Selection of "Master" teachers should not be limited to the Metropolitan area, as was done for the Pilot Phase.

11. Consider taping a few programs of classes where the age range spans the elementary grades. These might be more meaningful to teachers in the non-metropolitan area as most small-town special classes are not divided into Primary and Intermediate levels.

12. Produce a few programs using secondary level special classes taught by "Master" teachers.

13. Develop a more sophisticated evaluation design to measure, for example, change in attitudes, information, etc. on part of teacher-viewers.

14. Produce a few programs using special classes in other disability areas, such as a classroom for the emotionally disturbed, speech therapy group, etc.

(D) Use of the Programs

PROGRAM USE

1. Programs developed should be broadcast over ETV, and would reach a large number of teachers in-service and in-training, assuming adequate notification and publicity procedure.

2. As pointed out earlier under the "technical" recommendations section of this chapter, the broadcast schedule should be approximately 30 weeks long, with each program being broadcast twice weekly.

PROGRAM USE

3. Programs should be broadcast late afternoon (3:30) to enable teachers to view the programs at school after their students leave.

4. Notification of braodcast schedule should also be sent to principals or superintendents so that the series could be called to the attention of regular class teachers. Teachers' guides could be sent out to these teachers on request.

5. Programs should be made routinely available, through State Departments of Education, to ETV stations and training institutions in a multi-state area.

6. Notify all State Departments, Universities and Colleges with training programs, and other interested nonprofit agencies of the availability of the programs.

7. Universities and Colleges with training programs for teachers of the educable mentally retarded should be encouraged to use future programs, as they have a great deal of potential to add to the usual "methods" course content.

II Summary

FINAL REPORT SUMMARY

This Final Report, a report based on OE PROJECT NO. 5-16-035, "A Pilot Demonstration of the Application of ETV to the Inservice Training Needs of Teachers of the Mentally Retarded," has attempted to provide a brief condensation of the inception, implementation, application, and evaluation process and activities connected with this Project.

This Project was developed out of a recognition of the large "gap" that exists between formal training programs for teachers of the educable retarded and the "cold water" of actual classroom teaching, and out of the need for some type of approach which would provide meaningful follow-up, inservice experiences for these teachers. This problem is especially critical in smaller districts where no inservice program is possible.

FINAL REPORT SUMMARY

In an attempt to provide meaningful inservice experiences to a large number of special class teachers at minimal per-teacher expense, the Minnesota State Department of Education, Special Education Section, in cooperation with KTCA-TV, a Minneapolis-St. Paul Educational Television station, applied for and received an Office of Education grant to explore use of broadcast television as an inservice media. Under the conditions of the Project Application, four one-half hour programs, emphasizing teaching for individual differences and filmed in actual classes for the educable mentally retarded, were produced, broadcast, and evaluated.

The major recommendation is that this project be continued over a two-year period, with the production of 30 or more programs as a goal. Other recommendations related to procedural, technical, and professional changes which would improve program quality, and which would make possible program production at a lower per-program expense.

APPENDIXES

APPENDIX A

OE 5-16-035

PROJECT PROPOSAL

SMALL CONTRACT PROPOSAL

Submitted to the U.S. Commissioner of Education
Under the Provisions of Public Law 531

PROJECT TITLE: A PILOT DEMONSTRATION OF THE APPLICATION OF EDUCATIONAL TELEVISION TO THE IN-SERVICE TRAINING NEEDS OF TEACHERS OF THE MENTALLY RETARDED

SUBMITTED BY:
State of Minnesota
State Department of Education
Fourth Floor, Centennial Building
St. Paul, Minnesota 55101

INITIATED BY:
Ellsworth Stenswick
Director of Special Education
Minnesota State Department of Education
Phone: 612-221-2547

TRANSMITTED BY:
Duane J. Mattheis
Commissioner of Education

____
(Signature)

DATE TRANSMITTED:

I. ABSTRACT OF PROPOSAL

A. Objectives.

The Minnesota State Department of Education, in cooperation with KTCA-TV, an educational television station with coverage over much of Minnesota and parts of Wisconsin, proposes to develop a pilot series of four (4), thirty (30) minute videotapes designed as in-service presentations for some 350 teachers of the educable mentally retarded in the above states.

The purpose of this pilot series will be to determine the value of approaching the in-service training needs of this group through taped and edited televised sequences of actual classroom instruction. Should evaluation of this pilot series validate this approach to meeting a portion of the in-service training needs of this group of teachers, efforts will be made by the Minnesota Department of Education and other interested agencies and groups to seek further local and federal financing for an expanded series of videotapes as a second phase.

In addition to helping determine the educational value of this approach, the pilot series will also enable the Department of Education, KTCA-TV, and the Project Advisory Committee to gain insight into problems of production, teacher selection, and evaluation. Without a pilot series to develop methodology and application, to iron out expected and unexpected problems, and to demonstrate value, it is felt that it would not be feasible or sound to attempt the second phase of this project.

In preparing this pilot series, a major goal will be the production of filmed experiences which will assist the classroom teacher in more adequately meeting individual differences. Special class teachers, who are charged, in part, with the responsibility of providing more individual instructional programs for retarded children, very often fail to recognize or provide for the heterogeneity present in their classrooms. The Project Advisory Committee sees this area as one of the major in-service needs for teachers of the retarded, and the project will place major emphasis on demonstrating the value of in-service television programs as a method of overcoming this deficiency on a mass or large scale basis.

B. Procedures.

The Department of Education and KTCA-TV, under the guidance of an advisory board of experts in the field, will develop each film from on-the-spot videotapes of actual classroom experiences. These films, taken over an extended period in special classes conducted by teachers judged to be exceptionally competnet, will be: (1) edited for significant content; (2) supplemented by running narration designed to clarify or call attention to significant points; (3) appended with a short "Trailer" to discuss and summarize the presentation; and (4) shown on a series basis via broadcast educational television to a large number of selected teachers of retarded children. The effectiveness of the presentations as in-service training will thenbbe evaluated. Constant supervision and direction will be given to this enterprise by the advisory board of technical and professional consultants.

II. STATEMENT OF THE PROBLEM

The recent development of societal concern for the mentally retarded needs little documentation. The rapid development of parent associations and the influence of the National Association for Retarded Children has been paralleled, in the past fifteen years, by increasing professional concern. The proliferation of research enterprises, advances in learning theory, methods of teaching, diagnosis of specific learning disabilities, educational experiments with grouping and curriculum modifications, medical research and treatment attempts, rehabilitation efforts, employment programs, and modification of community and societal attitudes are evidence of this concern. Progress has been made on many fronts, but unevenly, and often with poor coordination of effort and poor communication of findings.

One of the major problems, apparent nation-wide, is the short supply of people trained and/or experienced in work with mentally retarded children. Training programs for teachers have expanded rapidly, but never rapidly enough to keep pace with the demand. Often teachers with minimal qualifications are employed with the hope that their interest will lead them to further study, but inevitably there is a time lag in the fulfillment of this hope and a consequent loss of service to thos children needing specialized teaching skills. Despite the textbook emphasis on ind vidual differences, educators coming from work with normal children find themselves without a real understanding of the significance of the concept of individual differences as applied to classroom programming for the mentally retarded.

Even in the best teacher training programs, the contact of the student with actual children is limited to a very small number which cannot do justice to the range of differences the teacher will encounter in the future. Most training programs for teachers of the mentally retarded are limited in several ways:

1. Limited student teaching facilities, in terms of numbers of classrooms and time allotted for the student experience with the mentally retarded.

2. Limited "expert teachers" in the field, so that supervision of student teachers is rarely ideal (often grossly inadequate) due to the limitations of their supervisors.

3. Lack of a cohesive philosophy among the various training programs of "how to teach" retarded children, which often results in forcing the teacher to fall back on whatever philosophy fits her personality and her own attitudes.

4. Shortage of qualified college instructors with actual classroom experiences in teaching special classes for the mentally retarded, resulting in more than a few methods classes which are theory-oriented and which, in many instances, put very little emphasis on practical aspects of methods and use of materials.

While the above are not necessarily true of all training programs, graduates of a high percentage of present programs usually feel poorly qualified to provide sound day-to-day educational programs for retarded children. If special class programs are to improve, many of the concepts gained during formal course work will have to be reinforced and applied through in-service training which places more emphasis on "how," the application of theory, rather than "why," the explanation of theory.

In this geographical area there are many localities in which special classes exist but at an inadequate level of teacher skill. Teacher training institutions cannot always provide adequate student teaching assignments; many teachers move into special class assignments with inadequate preparation and then go on to supervise students inadequately. Present in-service methods of improving on this inadequate base have had little impact.

In most Minnesota school districts, in-service training of a practical nature is usually provided only when the individual teacher takes the initiative and: (1) visits special class teachers in neighboring communities, or; (2) attends infrequent and informal local area special class teacher association meetings to discuss problems with other teachers. The Committee submits that these methods, while valuable, are definitely not enough to significantly narrow the gap that exists between theory and application of theory. A method of meeting the in-service training needs of this group will have to be developed which incorporates: (1) a practical orientation; (2) a focus on major instructional problems; (3) a medium which will efficiently provide for large numbers of teachers at a low per-teacher cost, and; (4) a structured, comprehensive, and consistent approach to overcoming instructional deficiencies.

Teachers of the mentally retarded are typically highly service-oriented, conscientious, sympathetic. These traits by themselves are not enough. The skill of managing a group of children while simultaneously steering a course toward effective learning is far from being understood; we know that some teachers do this; we don't always know how they do this. We know that every teacher translates teaching through the medium of her own personality, and hence we are primarily concerned with making this medium more effective. Better information is part of the process; better models to imitate is another part, and this we hope to provide through this proposed series of television demonstration programs.

Members of this Committee have too often observed the lack of application of concepts of individual differences to educational programs for mentally retarded children. Means must be devised which will stress the application of this concept to the day-to-day problems of classroom instruction; and which will, to some degree, close the gap that exists between formal teacher preparation programs and actual in-service instruction. This is the problem the Committee is attempting to partially solve.

III. RELATED LITERATURE

In surveying the various approaches that have been used to provide in-service training and improve classroom instruction, it appears there have been no other publicized attempts to attack the problem of providing adequate in-service training experiences in the same manner as is included in this proposal.

Educational Television has been used to provide information to both regular and special class teachers through formal college courses or through presentation of professional films to various groups. Of all films prepared for presentation to students and in-service teachers of the educable mentally retarded, very few deal with practical methods of providing for individual differences in the classroom. Most films available describe facilities, syndromes, or philosophy and are prepared as an entity rather than as one part of a comprehensive series. "Teaching the Child Who Is Retarded,"* for example, shows various methods of teaching the children on an individual basis in actual classroom situations, but is not part of a comprehensive sequence, and is only of average technical and professional quality.

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* This film can be obtained from the Visual Aids Department, University of South Dakota, Vermillion, South Dakota

In summary, while there are few, if any, specific studies or proposals relating directly to this proposal, this proposal differs from presently available in-service training methods in one or more of the following ways:

1. Each film will be an integral part of a larger comprehensive series.
2. Application of specific concepts and methods will be stressed.
3. Emphasis will be on the practical rather than the theoretical. Evaluation and follow-up of each presentation will be made to determine its effectiveness.
4. Large numbers of teachers will be able to profit from the series with a minimum of time and expense.

IV. OBJECTIVES

The primary purpose of this total project is to demonstrate for classroom teachers of the mentally retarded, on a pilot basis, the specific applications of concepts of individual differences--in mental ability, in patterns of functioning, in characteristics of physical functioning, social traits, behavior controls, attention problems, motivation, interest, persistence, emotional problems, dependency problems, experiential backgrounds, activity levels, degree of control, medical problems (such as seizures), speech and language deficiencies, and social adjustment levels to areas of: (1) grouping within the classroom for various areas of learning, (2) management of behavior problems, (3) selection and use of projects and materials, (4) helping individual children with their areas of greatest difficulty, and (5) making maximal use of motivational and interest factors.

This pilot series of four films of one-half hour each is specifically planned to explore the professional and technical feasibility of this approach, to evaluate the degree to which the above major objectives can be accomplished, and to assist the Advisory Committee in determining the value of expanding this in-service series to forty or fifty kinescopes.

We hope to determine that the proposed method of meeting in-service needs of these teachers will:

Reach a larger population of professional persons than would be possible through other methods;

Apply professional skills of knowledgeable experts in the field in the most far-reaching and economical manner possible;

Present quality in-service experiences in a planned, sequential and comprehensive manner.

V. PROCEDURES

Several special classrooms will be selected by the cooperating school specialists primarily on the basis of the presence of teachers judged to be "expert." The participating teachers will be involved in planning the content of the programs. In order to make the programs as realistic as possible, formal demonstration lessons will not be used. Rather, the cameras will record a full morning (for example) of planned classroom activity, involving various areas of academic concentration and a typical special class program. This record will be edited to show the most significant and useful portions of the observation, in terms of the basic goal of portraying the practical applications of the concept of individual differences. The film will include inserted comments calling attention of the viewers to specific significant points, and will be followed by perhaps a five-minute discussion providing further elaboration of these points in brief playback scenes.

The use of several classroom settings will permit attention to problems differing encountered at different age levels, and to multiple ways of meeting problems by teachers differing in personality and method but not in effectiveness. An attempt will be made to include a variety of classroom activities such as: Grouping for reading; varying levels of prepared worksheets and materials; art; music; arithmetic; speech and language; recreation; physical education; management of problem behavior.

Following are the steps which will be taken to insure appropriate selection of the material in each film and its evaluation:

1. The special class to be filmed will be carefully selected by the advisory committee based on: (a) actual observation of the class at various intervals by members of the Committee, and (b) statements from the teacher's supervisors regarding his or her ability as a special class teacher.

2. After agreement that a particular class was staffed by a "Master Teacher" and that the class was superior in other respects, a KTCA-TV remote technical crew, under the direction of professional consultants, will tape (video) the class for approximately six hours at selected intervals. Extreme care will be taken to avoid disturbing or manipulating the classroom environment or the students.

3. These tapes will be edited for significant content, will be transferred to film, and will be cut to about 25 minutes in length.

4. Narrative comment will be taped into the film which will call attention to significant points as they occur.

5. About five minutes of opening and closing trailer will be added during which a consultant will discuss, in detail, concepts which the film intends to portray.

6. The finished product will be viewed by the full Advisory Committee and other selected professionals for comment and necessary changes or additions.

7. This process will be repeated for the remaining three films, using different teachers and classes for each one.

8. With advance notification, and under the direction and cooperation of State Department Consultants, the series of four films will then be shown over KTCA-TV educational television to approximately 250 special class teachers. This presentation will probably take place after regular school hours so that teachers may devote full attention to the TV screen.

9. After the series has been shown, an evaluation of its effectiveness will be conducted as described in the following section.

10. The full Advisory Committee and all other professional consultants who have been affiliated with the process of developing and evaluating this in-service series will be called together for a summary session.

11. A decision will be made as to the advisability of continuing the project, and to what degree it should be expanded. Should evaluation indicate quite positive results, the Advisory Committee will seek local funds to employ a professional person to explore financial sources and to write an expanded proposal to an appropriate federal agency.

Methods of evaluating the effects of the demonstration series: The committee has struggled with the problem of evaluation for some time. We recognize that the usefulness or impact of this pilot series of kinescopes will be very difficult to objectively measure. Recognizing the complexities and difficulty of obtaining an adequate evaluation in a project of this type, the problem will be attacked in these ways:

1. Personal interview (carefully structured) with many of the viewing teachers by a representative of the State Department of Education.

2. Questionnaire responses from groups of teachers classified as to training and years of experience, with comparisons among sub-groups.

3. Cooperative arrangements with training institutions using the series with students in training, with judgments being provided both by the faculty of these programs and by the students.

4. Group meetings of selected teachers to discuss observed deficiencies and values in the four films, to obtain general reaction to the series, and to solicit pertinent comments regarding cooperation and interest in an expanded series.

The timetable for this project is as follows:

July 1 - September 30	Pre-planning Phase. Development of instruments, tentative selection of teachers to be filmed, working out of procedures and forms necessary to notify schools and individual teachers of the project's purpose, arrangements for technical crews, contacts with State Departments in cooperating states, selection of specific emphasis for each of the four films, etc.
September 30 - November 15	Field Work Phase. Final selection of teachers to be filmed, sending technical crews into the field to film these teachers in action, and sending selected consultants to other cooperating states to insure proper coordination.
November 15 - January 15	Production Phase. Editing of raw film, taping of narrative and trailers, preview of films by the Advisory Committee, adjusting for recommended changes, bringing films to a point where they are ready for televising.

January 15 - February 15	Televising Phase. Establish television schedule, notify special class teachers and other professionals of the schedule, and televise the series for viewing.
Feb February 15 - April 1	Evaluation Phase I. Send consultants into field to carry out evaluation procedures specified earlier, committee and staff meetings to assess results.
April 1 - July 1	Evaluation Phase II. Evaluating need for expansion of project, write expanded proposal for additional financing if expansion is warranted, writing of Project Summary Report to be submitted to the U. S. Office.

VI. PERSONNEL*

Principal Investigator:

Ellsworth Stenswick, Director of Special Education, Minnesota State Department of Education; three years Director of Special Education, formerly State Consultant on Programs for Speech and Physically Handicapped; extensive background of clinical work with handicapped children at Gillette State Hospital and at the University of Minnesota Hospitals.

Project Director:

Dr. Victor Kerns, Assistant Director of School Programs, KTCA-TV; two years in this position with KTCA-TV; Producer of Educational Television Programming in Alabama for four years; extensive background as a public school teacher.

Consultants to the Project:

Dr. Harriet Blodgett, Director of Sheltering Arms School for Retarded, Minneapolis Public Schools; nine years in this position; a Consulting Assistant Professor in the Child Clinical Psychology Program at the University of Minnesota; co-author of Understanding Mentally Retarded Children (Appleton-Century-Croft, 1959); presently Chairman of the Governor's Advisory Board on Handicapped, Gifted, Exceptional Children.

Dr. Evelyn Deno, Consultant in Special Education and Rehabilitation, Minneapolis Public Schools; six years in this position; instructional staff of Macalester College, 1948-50; Faculty of Institute of Child Development, University of Minnesota, 1950-58; Member of the State of Minnesota Mental Retardation Planning Council; Member of Task Forces on Diagnosis, Prevention and Treatment and the Task Force on Special Education and Rehabilitation.

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*These individuals (1) have agreed to serve on the project, (2) have, with few exceptions, already served on the Study Committee, and (3) compose the formal Advisory Committee to the project.

Consultants to the Project (continued)

Dr. Charlotte Podolsky, Assistant Professor, Department of Special Education, University of Minnesota; Teacher of mentally retarded, Boston, Massachusetts and Hempstead, New York 1951-61; Fellow in Leadership Training in Mental Retardation under P.L. 85-926, 1961-63.

Mr. Richard Johnson, State Consultant on Programs for the Mentally Retarded, Department of Education, State of Minnesota; two and one-half years in this position; Formerly worked with retarded children in public school special classes and in recreation programs. Extensive tutorial experience with disturbed and physically handicapped children. Past President of a number of special class teacher groups. Has contributed to the Minnesota Journal of Education (January and September, 1964), and has served on numerous committees, boards and projects related to education and services for retarded children.

Mr. Norman Cole, Coordinator of Classes for the Retarded, Duluth Public Schools, Duluth, Minnesota; since August, 1964 in this position. Formerly held positions as a regular class teacher, a special class teacher, and as State Coordinator for Mental Retardation Studies, Department of Mental Hygiene, State of Wisconsin. Served on a Wisconsin Education Association project to develop special class curriculum guides. Executive Director of the Douglas Research Foundation (fund-raising for experimental summer camping programs); taught in-service training courses at Northern Colony and Training School, Chippewa Falls, Wisconsin.

Other Advisory Committee Members:

Dr. Ernestine McLaughlin, Director of Special Education, Rochester Public Schools, Rochester, Minnesota.

Mr. Gerald Walsh, Executive Secretary, Minnesota Association for Retarded Children.

Mr. Clyde Bezanson, Executive Secretary, Minneapolis Association for Retarded Children.

VII. FACILITIES

The Minnesota State Department of Education, through its long-established programs for mentally retarded children, has available a consultant staff of four special education consultants who would be available to lend direction and general assistance to the project. These consultants are intimately acquainted with special education programs in the State, and will be valuable in helping to select "master teachers" and in assisting with the follow-up. In this respect, personnel time, transportation, and subsistence funds would be available through the Department to implement the evaluation phase of this project.

These consultants, through their established contacts with local school administrators and with State Departments of Education in neighboring states, would be able to insure the full cooperation and backing of local Minnesota school districts and of selected school districts in other adjacent states. Preliminary contacts in this respect have already been made with the State of Wisconsin.

The Department of Education also has established procedures and methods for disseminating information among Minnesota school districts and local special education personnel. This would expedite the contacting of special class teachers and would insure accurate and prompt dissemination of information concerning the project to professional persons in the field. A portion of the necessary clerical assistance to implement dissemination of information would also be furnished by the Department.

KTCA-TV, the Twin City Area Educational Television Corporation, a non-profit organization, has been in operation since 1957 and has gained a great deal of experience in programming educational television. At the present time, KTCA-TV is sponsoring many different types of programs--in-service, instructional, informational, college course:, etc., in cooperation with school districts and higher education facilities. They have a trained, experienced staff of administrators, producers and technicians. There is no doubt that KTCA-TV has the technical equipment necessary to carry out the field, production, and dissemination phases of this project. The Department of Education will contract with KTCA-TV to carry out these phases. KTCA-TV also has working relationships and liaison with educational television stations in neighboring states. Through these contacts, cooperation in reaching a greater number of special class teachers in a larger geographical area will be sought. In this respect, it should be pointed out that KTCA-TV's signal alone reaches at least 85% of over 600 special class teachers in the State, and reaches into Wisconsin about 85 miles from St. Paul and about 60 miles from Duluth.

The University of Minnesota, represented on the Advisory Committee by Dr. Charlotte Podolsky, will be cooperating with the project staff by assisting with the evaluation phase of the project. As was pointed out in Section V, faculty and teachers-in-training will be asked to view and evaluate the series.

VIII. OTHER INFORMATION

(a) A major source of support and assistance to the project will be the cooperation of local public schools in assisting with the field work necessary to obtain on-the-spot videotapes. The Minneapolis, St. Paul, Duluth, and Rochester Public Schools have already indicated their support and cooperation in providing space for the technical crews, necessary janitorial services, use of various teachers and other staff members, etc.

The Minneapolis and Minnesota Associations for Retarded Children have already contributed financial support to the project as outlined in the budget for this proposal. In addition, their facilities and staffs will be available to assist in any way necessary.

KTCA-TV will, under contract with the Department of Education, provide various administrative and technical personnel and resources. In addition, KTCA-TV will provide, without charge, office and conference space for the consultants to the project and for Advisory Committee meetings.

(b) This proposal has not been submitted to any other agency or organization.

(c) This proposal is not an extension or addition oto a previous or current project supported by the Office of Education or any other group or agency.

(d) This or a similar proposal has not been previously submitted to the Office of Education.

IX. BUDGET

Small Contract Project Budget

Investigator: Ellsworth Stenswick
Institution: Minnesota State Department of Education

Duration: One year, 0 months
Beginning Date: July 1, 1965
Ending Date: July 1, 1966

	July 1, 1965 - July 1, 1966 12 months	
CATEGORIES	Federal	Local*
PERSONNEL		
Project Director (6% of $8,500)	$510.00	
Production Secretary (3% of $3,400)	102.00	
Consultants (150 hours @ $6.00)	648.00	$252.00
SUPPLIES AND MATERIALS		
Video Tape (Purchase of 3 hr tape)	$750.00	
Video Tape (Rental of 5 hr tape)	160.00	
Office Supplies	75.00	50.00
SERVICES		
Duplicating (225 copies of final report and notices, etc.)	50.00	
Typing (Notices & miscellaneous clerical - approximately 68 hours @ $1.50)		102.00
OTHER		
Essential Travel (on-site consultant travel, advisory committee meetings, and travel to other cooperating states, approximately 4,000 miles @ .075	195.00	105.00
Technical Costs		
Remote (Two cameras and crew - $425.00 per day for four days)	1,700.00	
Editing of tapes (40 hours of operation @ $50)	2,000.00	
Kinescope (189 per ½ hour for 2 hours - including negative and print)	756.00	
Broadcasting (2 hours @ $85.00 per ½ hour)	340.00	
Production Costs (four programs @ $50)	200.00	
TOTALS	$7,486.00	$509.00

* These items represent estimated professional and non-professional staff time, travel expenditures, and other contributions by the Department of Education. One item not listed in this column is a $300.00 sum donated by the Minneapolis and Minnesota Associations for Retarded Children for the purpose of organizing a committee to thoroughly discuss the "problem" and to write this proposal. This sum has already been expended.

APPENDIX B

OE 5-16-035

MINUTES OF CONSULTANTS' MEETINGS

June 2, 1965. P. B- 1
June 29, 1965 . . . . P. B- 5
September 21, 1965. . . . . P. B- 9
October 19, 1965. . . . . P. B-14
November 10, 1965 . . . . P. B-17
December 8, 1965. . . . . P. B-20
January 5, 1966 . . . . P. B-23
February 8, 1966. . . . . P. B-25
March 22, 1966. . . . . P. B-27
May 23, 1966. P. B-30

Advisory Committee and Consultants Meeting

TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF THE MENTALLY RETARDED

June 2, 1965 Meeting

The meeting was called to order at 3:15 p.m. by Dr. Victor Kerns.

Those attending were:

Project Dir. & Temporary Chmn.: Dr. Victor Kerns, Asst. Director of School Programs, KTCA-TV
Consultants: Mr. Noman Cole, Coordinator of Classes for the Retarded, Duluth Public Schools
Dr. Evelyn Deno, Consultant in Special Education & Rehab., Minneapolis Public Schools
Mr. Richard Johnson, Consultant on Programs for the Retarded, Minn. Dept. of Educ.
Dr. Ernestine McLaughlin, Director of Special Education, Rochester Public Schools
Dr. Charlotte Podolsky, Asst. Prof., Dept of Special Education, University of Minnesota

Absent were:

Dr. Harriet Blodgett, Director of Sheltering Arms School for Retarded
Mr. Clyde Bezanson, Executive Secretary, Minneapolis Assn for Retarded Children
Mr. Gerald Walsh, Executive Secretary, Minnesota Assn for Retarded Children

GREETINGS FROM THE STATE DEPARTMENT OF EDUCATION

Mr. Johnson briefly outlined the evolution of this project over the past two years from the original idea presented by Dr. Kerns, of directly teaching mentally retarded children over television to the present plan of improving teacher performance through in-service training of teachers through television. The Federal grant of $7,486 was made to the Minnesota Department of Education, which in turn will expen this amount on the Project using the technical facilities of KTCA-TV. The contract between the State Department and KTCA-TV is now being written. The "Plan of Operation" Proposal was sent by the State Department today to HEW and this part of the Project is expected to be completed in one week. This pilot project of four half-hour programs is expected to be broadened later if results of the pilot are favorable. The State Department of Education and KTCA-TV view this Project as belonging to the public schools of the region and not a State Department of Education or KTCA-TV project.

It was agreed, at the suggestion of Dr. McLaughlin, to continue with the temporary chaiman for the time being.

All agreed that the problem as stated in the proposal was very great and had been outlined clearly.

The agenda was accepted and approved.

ANALYSIS OF PROPOSAL

Financial Aspects

The Project budget was reviewed.

Additions
- 3M Company has donated $900 worth of video tape to the Project, so two budget items, video tape purchase and video tape rental, can be written off.
- The $509 of "in kind" services listed in the right hand column are a donation from the Minnesota State Department of Education.
- The amount allotted for essential travel will be raised to $500.

Agreed
- Payment for attendance at the Consultants Meetings will be figured on "work" time at $6.00 an hour for the actual length of the meetings, plus travel expense, meals, etc. All other services performed by the Consultants, such as visiting classes, will be paid for on "travel" time at the rate of $6.00 an hour based on $48.00 per day. Blanks will be furnished so that claims for reimbursement can be presented to Dr. Kerns in writing on a monthly basis.

Objectives

The Objectives listed in the Proposal were reviewed. Discussion went directly to Procedures.

Procedures

Suggestions
- Do not limit Committee by deciding on certain age level for the children but let Committee be governed by availability of the best teachers.
- Committee should compile list of names of teachers known to them or their associates to be likely candidates for taping. (Gross selection of teachers is planned for this summer with fine selection to be completed between Sept. 30 and Nov. 15)
- Expanded series, in the form of a year long in-service training series, can be viewed on television as was the pilot, used in teacher training institutions, used by individual school districts for their own use. (Funds for writing the expanded proposal are expected to be available when and if needed).
- Tape the educable

Agreed
- Key problem for consultants is to choose the best teachers available.
- Editing step will be difficult and perhaps should be considered when choosing teachers.
- Only teachers who freely volunteer will be taped.
- Each teacher taped will have a voice in the editing of her program.
- Each teacher will be able to evaluate her own program in the running commentary.

DEVELOPMENT OF PHASE ONE

Production

Emphasis for each of four programs

Suggestions
- Each program focus on different area
- Cover the same two, three, or four different areas within each program
- All four programs cover same area
- Each of four programs center on specific academic subject
- Develop given areas in expanded project, but tape pilot just as things come in the day
- Plan with master teacher before taping can include decision as to which parts of the day will be best for taping
- Not necessary to tape only by chance but teacher can manipulate situations to control what is taped - without having it look like a rehearsed demonstration
- Avoid taping any lessons that have been done in the classroom previously, which could look like a performance on camera
- Use following four areas for the four half-hours: 1. Grouping, 2. Selection and use of projects and materials, 3. Making maximal use of motivational and interest factors, 4. Diagnostic teaching. ("Management of behavior" would permeate the four listed areas)
- It would be difficult to divide the four above since they overlap

Selection of sites and teachers

Suggestions
- Use only Twin City Area teachers for the pilot series because of financial limitations
- Compile list of teachers now so can ask principals and supervisors for recommendations during the summer
- Project Director should contact suburban Coordinators for recommendations

General production

Suggestions
- Essential to have consultant there at taping (2 decided upon)
- Consultants view entire footage shot before any editing is done
- Explore possibility of reserving some funds ($100) to have continuous taping by overhead camera - in addition to two floor cameras.
- Careful planning might enable taping in two rooms in one day
- Consider grouping problem existing in city versus out-state classes, where one class can consist of 7 to 14 year olds.

Utilization and Evaluation

Training Institution Evaluation - Dr. Podolsky will be in charge of student evaluation
- Dr. Blodgett will be asked to be in charge of teacher evaluation

In-Service Teacher Evaluation - Mr. Johnson's Department will be in charge

OTHER BUSINESS

Contacting State Departments in Other States: Proposal includes provision that this project be regional. Mr. Johnson will contact other states on his own and ask for assistance from other consultants when necessary. Mr. Cole will assist in the Wisconsin contacts since he is acquainted with the personnel there.

DATE FOR NEXT MEETING

*Monday, June 28, 1965 - 1:30 p.m. at KTCA-TV Studios.

Tentative Agenda:
Nomination List (Dr. Kerns)
Legal Clearance (Dr. Kerns)
Choice of age to be taped
Report on student evaluation instrument (Dr. Podolsky)
Report on teacher evaluation instrument (Dr. Blodgett)

Meeting adjourned at 5:30 p.m.

*In order to accommodate some members, this was subsequently changed to Tuesday, June 29.

Advisory Committee and Consultants Meeting

TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF THE MENTALLY RETARDED

June 29, 1965 Meeting

The meeting was called to order at 1:50 p.m. by Dr. Victor Kerns.

Attending:

Mr. Clyde Bezanson
Mr. Norman Cole
Dr. Evelyn Deno
Mr. Richard Johnson
Dr. Victor Kerns
Dr. Ernestine McLaughlin
Dr. Charlotte Podolsky

Absent:

Dr. Harriet Blodgett
Mr. Gerald Walsh

STATE DEPARTMENT REPORT

Mr. Johnson reported that the date of the letter contract has been extended from June 30 to August 31 and that Washington has also increased the amount of the grant from $7486 to $7801.

Mr. Stenswick and Mr. Johnson are both leaving the State Department of Education. Mr. Stenswick, who has been the nominal Principal Investigator, will not continue in this position nor be a member of the committee. No decision was made regarding the naming of a new Principal Investigator.

It was moved, seconded and approved that Mr. Johnson become a consultant on this committee August 1 when he resigns his position with the State Department.

Mr. Johnson suggested that a person representing the St. Paul Schools be named to this committee.

PROJECT DIRECTOR REPORT

Dr. Kerns announced that $339.39 has been donated to this pilot project by the Campus Chest. He read the thank you letter written by Dr. Kemmerer.

Reimbursement forms were distributed.

NOMINATION LIST

Dr. Kerns read nominations from Robbinsdale and Richfield. Clearance has been received from the Administration of the St. Paul Schools and their nominations will now be sought.

Dr. Podolsky presented a list of nominations, which she turned over to Dr. Kerns.

LEGAL CLEARANCE

KTCA-TV insists on parental permission for every child appearing on tape. No serious problem is anticipated in obtaining this.

Suggestions re release form:

Dr. Kerns: KTCA-TV prepare a release form for parents to sign.
Dr. McLaughlin: Release form should come from a local person.
Mr. Bezanson: Form be handled through the classroom teacher.
Dr. Podolsky: Form should follow parent-teacher conference where television project is explained to parent by teacher.
Mr. Bezanson: Form be taken home by parent after conference and be signed at home by both parents.
Mr. Johnson: Use pilot to test different ways to handle release form:

1. Teacher introduce project to parent at parent-teacher conference.
2. Project introduced to parent through letter sent home by teacher with child.

Committee agreed on last suggestion.

Engineers will decide whether site of each nomination is adequate before teacher is chosen.

CHOICE OF AGE TO BE TAPED

Will tape broad elementary school age classrooms. Nominations of junior and senior high teachers will not be considered.

REPORT ON STUDENT EVALUATION INSTRUMENT - Dr. Podolsky

Dr. Podolsky's research showed that television has been used in this field but not in the way proposed in this pilot.

She plans to provide more than one evaluative instrument, e.g.:

1. General reaction to film as a way of learning.
2. Semantic differential scales.
3. General rating scales.
4. Content test (given before and after viewing).
5. How does viewing film affect performance. (Discarded – need extended program and large number of students)
6. Compare the effectiveness of the four films to each other.
7. Use interviews to find out why results were as they were.
8. Test to see if any instruments are appropriate for both students and teachers. (Dr. Podolsky and Dr. Blodgett work together)

Items 6 and 7 suggested by Dr. McLaughlin, item 8 suggested by Dr. Deno.

Dr. Deno suggested that Dr. Podolsky's aim should be to test instruments. This goes along with the general purpose of the pilot, i.e. to explore and evaluate.

OTHER BUSINESS

Subject of Each Telecast

Tentative Decision:

1. Grouping.
2. Selection and use of projects and materials.
3. Making maximal use of motivational and interest factors.
4. Diagnostic teaching.

("Management of behavior" to permeate all four areas)

Suggestions:

Majority of half hours should show 9-12 age range groups, since most city and out-state classes cover this age range.
Have at least one primary group taped.
Use a beginning class for one half-hour.
Have a theoretical purpose behind each program so it is a little more meaningful and takes the viewing teacher beyond what she usually gets in other instructional situations. (This can be done in all four programs through the narration)

Remote Cameras

Mr. Johnson can possibly get remote cameras and some technical help for one program so remote cameras and hidden man cameras can be compared.

Out-State Classrooms

Taping will be done in small age range groups but narrator can elaborate so that out-state teachers can apply to their wide age range. Mr. Johnson feels the weakest point in out-state classrooms is programming for individual differences in number concepts and arithmetic.

Permanent Chairman

Mr. Johnson suggested the Project Director should be separate from the Chairman of the Committee.

Dr. McLaughlin suggested that Mr. Johnson be named Chairman as of August 1, 1965. Agreed.
Dr. Kerns suggested that Mr. Johnson be paid as of August 1 as consulting Chairman. Agreed.

DATE FOR NEXT MEETING

Tuesday, September 21, 1965 - 1:30 p.m. at KTCA-TV Studios.

Alternate Date: Tuesday, September 28, 1965

Tentative Agenda:
- Specify Teachers
- Presentation of General Questionnaire Items (Dr. Podolsky)
- Report by KTCA-TV on Suitable Sites
- Report on Contact with Other States (Mr. Johnson)
- Report on Remote Equipment (Mr. Johnson)

Meeting adjourned at 4:00 p.m.

Advisory Committee and Consultants Meeting
TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF THE MENTALLY RETARDED

September 21, 1965 Meeting

The meeting was called to order at 2:00 p.m. by Mr. Richard Johnson.

Attending:	Absent:
Mr. Clyde Bezanson	Mr. Norman Cole
Dr. Harriet Blodgett	Dr. Ernestine McLaughlin
Mr. James Carlson	Mr. Gerald Walsh
Dr. Evelyn Deno	
Mr. Thomas Irvin	
Mrs. Irene Herk	
Mr. Richard Johnson	
Dr. Victor Kerns	
Dr. Charlotte Podolsky	

REPORT ON STATUS TO DATE

Dr. Kerns briefly outlined the project from its official start August 3, 1965 when the Contract was signed. Expenses to date amount to $525.00 covering primarily consulting fees, some secretarial work and office supplies. $7,275 remain of the Contract funds.

INTRODUCTIONS

Mr. Thomas Irvin, Director of Special Education, Minnesota State Department of Education, and Mrs. Irene Herk, Minnesota State Consultant in Retarded, introduced themselves and acquainted themselves with areas of the project which were not clear to them. Mrs. Herk will represent the State Department at future meetings.

REPORT ON SUITABLE SITES

Dr. Kerns and KTCA-TV engineers visited ten schools to evaluate accessibility for equipment, illumination, power supply, and other physical features. Schools having at least one acceptable room were:

Sheltering Arms, Minneapolis
Grant, Minneapolis (partial recommendation)
Harrison, Minneapolis (partial recommendation)
Ames, St. Paul
Lee, Robbinsdale
New Hope, Robbinsdale
Brimhall, Roseville

The use of a one-way mirror for camera concealment will not be possible. It does not permit enough light to get through.

REPORT ON STUDENT INSTRUMENT

Dr. Podolsky plans to use the instrument before and after specific classes, and before and after certain experiences the students have (including the showing of the four project films).

Some questions will be based on film content and so will be written after films are completed.

Dr. Podolsky suggested that the questionnaires could be used with the students being trained at St. Cloud and Winona as well as the University. Mr. Irvin will arrange to acquaint St. Cloud and Winona with this project at an upcoming meeting.

If time allows Dr. Podolsky plans to develop two or three instruments.

REPORT ON TEACHER INSTRUMENT

Dr. Blodgett presented an outline of her questionnaire which was reviewed by the Committee.

Suggestions for Additions:
- Have place for teachers to indicate how many programs they saw.
- Code the questionnaires so those from any one teacher can be matched at the end of the series.
- Run questionnaires on two colors of paper for elementary and secondary teachers. (So elementary and secondary reaction can be compared)
- Include questions such as: elementary or secondary teacher? how many years taught retarded? how many years in regular classroom? where trained?

Suggestions re Choosing Sample:

- Include everyone in television range. (Approximately 350 teachers)
- Enlist core of teachers.
- State Department might notify and enlist teachers.
- Use Minneapolis, St. Paul and other large districts to do evaluation - would make evaluation simpler administratively.
- Announce project and enlist teachers at the regional MEA and AFT meetings. (Attendance at regional MEA and AFT meetings is too small)
- Let all teachers fill in questionnaires but choose only those who saw all four programs for final report.
- Limit to certain selected areas including selected large cities, selected small Wisconsin cities, selected small Minnesota cities, selected suburban communities.

Suggestions for Viewing:

- View at in-service meeting at specified site if this would get more teachers together.
- View at individual schools if more would view that way.
- Advantage of television is that they can attend in-service meeting individually at their own school.
- Questionnaire could be handed out and explained if teachers met together. (Questionnaires could be handled through the mails along with announcement of the program and broadcast times)

General Suggestions:

- Show each program twice if possible
- Have questionnaire completed after each program so reaction will be fresh.
- Name the films after they have been edited.

REPORT ON REMOTE EQUIPMENT

One of the four half hours will be done with special remote equipment in order to evaluate which type of equipment is best for this purpose. The special equipment will consist of 12' x 6'' cameras hidden in the room requiring no camermen.

This report was given by Mr. J. Carlson, Contract Representative for Diamond Electronics Equipment.

Advantages of these Cameras:	Small Can be put anywhere No cameraman Quiet Light level is not as critical as with pedestal cameras Distance from camera to subject makes little difference Remote optical focus and zoom lense available Easily concealed Dummy remote camera can be put in beforehand to familiarize students with it being there. Teacher can use camera and monitor before actual taping to practice and adjust.
Disadvantages:	Moves slowly (sweep time is 8 to 10 degrees per second) Only one camera would be "live". Others would do monitoring only. All could be "live" at additional expense. This would require extensive installation time and money and was not encouraged by Mr. Carlson.

Automation Service Corporation (Mr. Carlson's Company) will provide without cost to project:

1 remote camera
2 fixed cameras (only for monitoring)
3 monitors
all necessary cable
all lenses required

In return they will have a credit line on the program.

SELECTION OF TEACHERS

Grant and Harrison Schools have less desirable rooms than the other schools named and so will not be used in the pilot.

Preliminary Selection:

1. Sheltering Arms - Edith Reynolds - Minneapolis
2. Ames - Miss Tenhunen
3. Lee - Mrs. Johnson - Robbinsdale
4. New Hope - Glinnis Bradshaw - Robbinsdale
5. Brimhall - Gloria Singer - Roseville

These teachers will be visited by Dr. Podolsky and Mrs. Herk, who will report back to the Committee.

REVIEW OF TIME TABLE

Page 6 of the Contract was reviewed and found to be up-to-date with the following exceptions:

---Development of instruments will be completed after films have been edited.
---Notifying the schools of the purpose will be combined with the notification of the shooting date.
---Wisconsin will be contacted by Mr. Cole the first week in October. (It was suggested that a Wisconsin man might be oriented to contact all Wisconsin teachers. However, since an outsider may not have the desired enthusiasm and there are not many Wisconsin teachers involved, Mr. Cole will contact them after the Minnesota State Department of Education has received permission from the Wisconsin State Department for this contact.)
---Mr. Irvin will be in charge of contacting North Dakota

FILMING

Two representatives from the Committee will be present at each filming. Dr. Kerns will work out this schedule for the next meeting. The teacher and a consultant from the Committee will discuss generally beforehand what the teacher has planned for the filming day. The teacher will be oriented as to general television procedure. Four hours will be taped in each room, two in the morning and two in the afternoon.

GENERAL DISCUSSION

If moneys run low, additional funds will be sought instead of skimping. This will be explored at another meeting.

The Minnesota Commissioner of Education will be asked to notify the U.S. Office of Education that the new Principal Investigator for this project is Mr. Thomas B. Irvin.

DATE FOR NEXT MEETING

Tuesday, October 19, 1965 - 10:00 a.m. at KTCA-TV Studios

Meeting adjourned at 4:30 p.m.

Advisory Committee and Consultants Meeting
TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF THE MENTALLY RETARDED

October 19, 1965 Meeting

The meeting was called to order at 10:00 a.m. by Mr. Richard Johnson.

Attending:	Absent:
Mr. Clyde Bezanson	Dr. Evelyn Deno
Dr. Harriet Blodgett	Dr. Ernestine McLaughlin
Mr. Norman Cole	
Mrs. Irene Herk	
Mr. Thomas Irvin	
Mr. Richard Johnson	
Dr. Victor Kerns	
Dr. Charlotte Podolsky	
Mr. Thomas Starr	
Mr. Gerald Walsh	

The minutes of the last meeting were corrected to read: The student instrument could be used with all students being trained in the state (Mankato, Moorhead, St. Cloud, Winona).

REPORT ON WISCONSIN INVOLVEMENT

Mr. Cole met with five Wisconsin consultants. They were very interested in the pilot project and voiced interest in using films which might result from Phase Two. These consultants offered to send 6-8 names of teachers, from Wisconsin metropolitan areas, to assist in evaluation of the pilot films. After some discussion, this plan was approved. The Wisconsin liaison man is Mr. Victor J. Contrucci, who will receive future minutes and HEW reports from this Committee.

SELECTION OF TEACHERS

Mrs. Herk and Dr. Podolsky reported on their classroom visits. The following classrooms were chosen by the entire Committee:

1. Ames School	St. Paul	Miss Anna Tenhunen
2. Brimhall School	Roseville	Mrs. Gloria Singer
3. New Hope School	Robbinsdale	Miss Glennys Bradshaw
4. Sheltering Arms School	Minneapolis	Mrs. Edith Reynolds

On motion by Mr. Irvin and second by Mr. Walsh, the choice of Sheltering Arms was approved. Mr. Irvin suggested the teaching assistant at Sheltering Arms be included in the film and the commentary be structured to explain her role.

Dr. Kerns moved that the St. Paul school be eliminated from the list. Seconded by Mr. Bezanson. Discussion: St. Paul Schools originally inquired of the general procedures of this Committee especially with regard to clearance. They wished clarification before they could submit teachers names for possible filming. Meeting was held with Dr. Kerns and St. Paul representatives to answer St. Paul questions and subsequently St. Paul submitted names. St. Paul has now raised the same questions with the Minnesota State Department of Education.

Mr. Starr amended the motion to read - the St. Paul school be dropped only if rigmarole developed.

The motion and second were removed in favor of the amendment.

Dr. Podolsky will contact Mr. Geary of the St. Paul Schools for clarification of his reason for contacting the State Department.

RELEASE FORMS

After some discussion regarding student release forms, it was decided that Dr. Kerns should handle the matter through the Director of Special Education in the districts involved.

IMPLEMENTATION

Dr. Podolsky will discuss teachers' daily schedules with television director.

Four chosen rooms will be visited again by two consultants and television director to cover room arrangement, taping date and day's schedule with each teacher. Schedule of these visits:

Ames School	Dr. Podolsky and Mr. Starr
Brimhall School	Dr. Podolsky and Mrs. Herk
New Hope School	Dr. Podolsky and Mrs. Herk
Sheltering Arms	Dr. Podolsky and Dr. Boldgett

All Committee members were urged to attend to become familiar with classrooms before editing the tapes.

Dr. Kerns was assigned to select the classroom for the remote camera.

Tapings will be scheduled in the last two weeks in November and run into December if necessary.

GENERAL DISCUSSION

Mr. Johnson recommended that the HEW report be sent to the 3M contact he will supply.

STATE DEPARTMENT REPORT

Wisconsin has been contacted; North Dakota has not as yet.

Dr. Kerns read the letter from the Minnesota Commissioner of Education to HEW changing the Principal Investigator.

The State Department of Education will notify all teachers of the retarded regarding the telecast schedule of the four films.

DATE FOR NEXT MEETING

Wednesday, November 10, 1965 10:00 a.m. - 12:00 noon
KTCA-TV Studio Building

The meeting was adjourned at 12:00 noon.

Advisory Committee and Consultants Meeting
TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF THE MENTALLY RETARDED

November 10, 1955 Meeting

The meeting was called to order at 10:00 a.m. by Mr. Richard Johnson, Chairman.

Attending:	Absent:
Mr. Clyde Sozanson	Dr. Harriet Blodgett
Mrs. Irene Mork	Mr. Norman Cole
Dr. Victor Kerns	Dr. Evelyn Deno
Mr. Thomas Irvin	Mr. Gerald Walsh
Mr. Richard Johnson	
Dr. Ernestine McLoughlin	
Dr. Charlotte Podolsky	
Mr. Thomas Starr	

Guest: Mr. John W. Bradley, Audio-Visual Director, Rochester Public Schools

The minutes of the last meeting were approved.

PROGRESS REPORTS TO HEW

Copies of the August and November reports were handed out to each committee member for their files.

PROGRESS REPORT ON SITE ACTIVITY - Dr. Kerns

SCHEDULE - Robert Mitchell, KTCA Director of Special Projects, and Dr. Podolsky visited each of the four classrooms to be taped. Everything was found to be satisfactory and taping dates were set.

WIRELESS MIKE - KTCA is negotiating with the University of Minnesota to borrow a wireless mike for the teachers. One will be rented if negotiations fail. Student voices will be picked up with suspended ceiling mikes.

CONCEALMENT - Four screens being prepared for camera concealment were exhibited. Teachers want them in their classrooms three to five days in advance of taping, not two weeks as anticipated.

THIRD AND FOURTH CAMERAS - Mr. Mitchell reported that in his opinion there was a question whether the small vidicon remotely controlled cameras would produce a picture acceptable to the Committee. Dr. Kerns suggested they might be used in one room in conjunction with the KTCA manned cameras for picture comparison.

Motion by Mr. Irvin: One room be taped by using remotely controlledcameras only, as based on the decision at the September meeting. If the picture is not acceptable, the decision to retape or not should be made after first tape has been rejected. Seconded by Mr. Bezanson. Carried.

Ames School will be taped using only two vidicon, remotely controlled cameras.

REPORT ON RELEASE FORM ACCEPTANCE

Robbinsdale has used its own form and has received more than half back signed. St. Paul modified the KTCA release form and sent it home with parents attending an American Education Week open house. Roseville does not anticipate any difficulty.

SHOOTING PROCEDURE

CONSULTING RESPONSIBILITY OF TEACHERS - Mr. Bezanson moved that each teacher be paid for the time spent with the Committee and not for the classroom taping time. Seconded by Dr. Podolsky.

Following discussion, Mr. Bezanson amended his motion to read that one full day's pay of $50 flat be paid to each teacher, not specifying for what. Seconded by Podolsky. Carried. It should be made clear that payment is made for out-of-school editing.

ASSIGNMENTS IN CONTROL ROOM - One anchor person will be assigned to all four tapings and a second consultant-director will change with each taping. As many Committee members as possible will be involved with an eye to the experience which will be necessary for any long-term project. Committee members will be able to view a television production from a KTCA studio control room before the remote taping.

Dr. Podolsky was appointed anchor consultant-director. Each observer will be a consultant-director at the following taping.

Date	School	Consultant-Directors	Observers
11-23-65	New Hope	Podolsky - Johnson	Nork
11-30-65	Brimhall	Podolsky - Nork	Irvin
12- 2-65	Ames	Podolsky - Irvin	Blodgett and Starr
12- 7-65	Sheltering Arms	Podolsky - Blodgett	McLaughlin

To facilitate editing, consultants will use a stenorette to keep notes during taping.

Observers can advise consultant-directors during taping breaks. All unassigned Committee members are urged to observe in the remote van some time during the taping. Arrival time should be cleared with Dr. Podolsky because of the limited space in the van. Dr. Podolsky will send daily classroom schedules to consultant and observers before taping.

Pre-taping communication between the two consultant-directors will be arranged by themselves.

PRELIMINARY DISCUSSION

PROCEDURE OF EDITING - Dr. Kerns will send editing suggestions to Committee by mail.

DATES FOR SCREENING - Will be put on agenda for later meeting.

DISCUSSION OF BROADCAST SCHEDULE

Mondays at 3:30 was chosen by the Committee. Dr. Kerns will submit list of open dates.

FINANCIAL REPORT

$1,000 has been spent on consultant fees. $650 was budgeted for this purpose.

WISCONSIN INVOLVEMENT

Letters from Mr. Victor Contrucci and Mrs. Alvira Robinson of the Wisconsin Department of Public Instruction were read. Mrs. Robinson has been appointed liaison. Only names of well prepared Wisconsin teachers who will take part in the evaluation phase were included, no doubt a misunderstanding.

DATE FOR NEXT COMMITTEE MEETING

WEDNESDAY, DECEMBER 8, 1965 10:00 to 12:00 a.m.

Meeting adjourned at 12:00 noon.

Advisory Committee and Consultants Meeting
TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF THE MENTALLY RETARDED

December 8, 1965 Meeting

The meeting was called to order at 10:00 a.m. by Mr. Richard Johnson, Chairman.

Attending:	Absent:
Dr. Harriet Blodgett	Mr. Clyde Bezanson
Mrs. Irene Nork	Mr. Norman Cole
Dr. Victor Kerns	Dr. Evelyn Deno
Mr. Richard Johnson	Mr. Thomas Irvin
Dr. Charlotte Podolsky	Dr. Ernestine McLaughlin
Mr. Thomas Starr	Mr. Gerald Walsh

The minutes of the last meeting were approved.

A letter of resignation from Dr. Evelyn Deno was read by Mr. Johnson. Her resignation was accepted with regret by the Committee. A letter of appreciation for past service has been sent to Dr. Deno by Mr. Johnson advising her she will be kept on the mailing list.

Mrs. Nork moved that Grace Warfield, Principal of Dowling School, be asked to join the Committee. The motion was seconded by Dr. Blodgett and passed. Dr. Blodgett will contact Dr. Warfield.

REPORT ON FOUR FILMING EXPERIENCES (Dr. Podolsky)

All four went remarkably well, according to schedule.

Cameras and men in room seemed to inhibit both the teacher and students, but to what degree is hard to say, probably not a great degree. The camera-man-baffle combination took up too much space in some rooms. Maybe the camera without a baffle would be just as good. The students could see the camera through the opening in the baffle. Dummy cameras brought into the rooms several days before taping would probably elimina
the initial curiousity experienced in each room, but this is expensive. The movement the attraction.

One fixed and one moving vidicon camera provide very little flexibility. The presence of the moving vidicon camera was just as distracting as the manned cameras and perhaps was even more intriguing because it moved without a man present. Distraction was agai
probably not enough to be significant. No distracting noice above the general classr
noise was noticed from the vidicon cameras. Picture quality from the vidicon cameras

should not be a consideration in possible future taping. The quality at the monitor was not so poor that it detracted. The vidicon camera would have been more effective if it had been mounted on the wall.

The suspended microphones did not always pick up the children's voices, due perhaps to suspension height or quality of manufacture.

The teacher selection process should be more comprehensive in the future with more time spent observing before selection. Nervousness of the teachers made them somewhat less spontaneous than normally but not to a degree that will probably be noticed by viewers.

The crew on a long-range project must remain stable the entire time.

EDITING PROCESS

Decision: To edit three films - then decide whether the fourth should show the fourth teacher alone or a composite of two, three, or four teachers.

Editing will be done by Dr. Blodgett and Dr. Podolsky.

Two steps in editing:
1. Edit each 3-4 hour day down to approximately one hour, retaining the most significant parts.
2. Final editing, with the help of the classroom teacher involved, including addition of any explanatory dialogue.

Time Schedule:	Monday, December 20, 1965	Start at 4:00 p.m. (Since cancelled)
	Wednesday, December 22, 1965	All day
	Thursday, December 23, 1965	All day

A suggestion to keep all edited tape for the four teachers to view and use for self-improvement was discarded because of the cost involved.

COMMITMENT FOR TELECAST DATES

Telecast Schedule: Mondays at 3:30 p.m. - Repeat Thursdays at 3:30 p.m.

February 7	February 10
February 14	February 17
February 21	~~February 24~~
February 28	~~March 3~~

DISCUSSION OF TIMETABLE FOR FUTURE DEVELOPMENTS

Timetable is now on schedule. Timetable for evaluation phase will be set at the next meeting.

REPORT OF STATUS OF EVALUATIVE INSTRUMENTS

Dr. Bledgett distributed a revised copy of the teacher instrument she had distributed at an earlier meeting. Her final draft will be done after the editing is completed. This same instrument will be used for students in training.

REPORT ON WISCONSIN INVOLVEMENT

The Wisconsin representative and Mr. Norman Cole will visit the Wisconsin teachers taking part in the evaluation to explain the purpose of the pilot series. These Wisconsin teachers will be included in the mailings from the Minnesota State Department of Education concerning telecast times.

PROCEDURE REPORT - ACQUISITION OF ADDITIONAL FUNDS

NEW will be approached for additional funds. If this fails, foundations will be approached.

DATE FOR NEXT COMMITTEE MEETING

WEDNESDAY, JANUARY 5, 1966 9:00 - 12:00 a.m.

The meeting adjourned at 12:00 noon.

Advisory Committee and Consultants Meeting
TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF THE MENTALLY RETARDED

January 5, 1966 Meeting

The meeting was called to order at 9:45 a.m. by Mr. Richard Johnson, Chairman.

Attending:	Absent:
Mrs. Irene Merk	Mr. Clyde Bezanson
Mr. Thomas Irvin	Dr. Harriet Blodgett
Mr. Richard Johnson	Mr. Norman Cole
Dr. Victor Korns	Dr. Ernestine McLoughlin
Dr. Charlotte Podolsky	Mr. Thomas Starr
	Mr. Gerald Walsh

EDITING PROCESS

Dr. Korns read a suggested 40 second opening. It was agreed that it covers the introductory ideas the Committee wants to put across.

Aim of the dialogue: Should give the reason for watching, repeat and reinforce the reason and possibly summarize at the conclusion. Situations throughout the film should be related to the reason for watching.

Succeeding editing procedure:
1. Edit each of the four programs to 25 minutes
2. Write the preliminary scripts.
3. Write final scripts.

Mrs. Merk and Dr. Podolsky will do the final editing. Mr. Johnson will assist in writing scripts. Other Committee members will be invited to view the films with script and offer suggestions before the commentary is permanently put on the films.

FINANCIAL PROBLEMS - Review of Procedures

Four kinescopes of each program will be ordered from KTCA-TV so the programs can be shown several places at the same time.

Mr. Irvin, Dr. Korns and Mr. Laliberte (State Department of Education) will draft the letter asking for additional funds.

TIMETABLE AND EVALUATION

Mrs. Merk reported on notifying teachers of viewing times. Her suggested "preliminary notice" was handed out (copy attached) and the second notice was read aloud by Mrs. Merk.

After some discussion it was decided that only one notice (including four evaluation forms) would be sent to all teachers in the viewing area. This will be mailed the last week in January from the State Department of Education.

The control group (at least 50) will be selected:

1. The State Department will contact Directors of Special Education who will be asked to guarantee a number of teachers in their districts who will view all four programs.
2. Committee members will contact acquaintances.
3. Dr. Podolsky will contact teachers who have University practice teachers.
4. Each teacher who fills in all four evaluation forms will be added to the control group.

Two thousand copies of the questionnarie will be printed.

DATE FOR NEXT COMMITTEE MEETING

TUESDAY FEBRUARY 8, 1966 10:00 a.m.

Advisory Committee and Consultants Meeting
TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF THE MENTALLY RETARDED

Minutes of Meeting February 8, 1966

The meeting was called to order at 10:00 a.m. by Chairman Johnson

Present:	Absent:
Mrs. Irene Hork	Dr. Harriet Blodgett
Mr. Richard Johnson	Mr. Norman Cole
Dr. Victor Kerns	Mr. Thomas Irvin
Mr. Robert Mitchell	Dr. Ernestine McLaughlin
Dr. Charlotte Podolsky	
Mr. Thomas Starr	

Having shortly before completed Program I in the studio, it was previewed by the Committee. Comments were that it was more intensive than had been anticipated, the use of supers and summary was well conceived, the early part of narration seemed to be rushed, good identification was made with the teacher, good demonstrations were shown of management for individual differences.

The evaluative questionnaire was discussed. It had been revised by Irene Hork and Thomas Irvin in several conferences with Harriet Blodgett and Charlotte Podolsky. Richard Johnson had reviewed the draft by telephone. Mr. Kerns arranged to have it printed commercially, stuffed into prepared envelopes and mailed at bulk rate to the list of names supplied by the Special Education Section. Minneapolis, St. Paul and Duluth supplies were delivered to them in bulk. Dr. Podolsky has begun to prepare the statistical design.

Mr. Starr questioned his value to the Advisory Board. It was pointed out that he represented the big metropolitan systems, that his work in checking and coordinating the evaluative procedure was indispensible, that his contributions were indeed valuable:

A review of the financial status of the project follows:

	Budget	Committed	Unexpended
Consultant fees, travel, evaluation	$2,547.39	$2,507.23	$ 40.16
Technical cost	4,060.00	4,310.68	(250.68)
Broadcast and kine	1,096.00	1,096.00	0
Project director	510.00	510.00	0
Secretarial service and supplies	227.00	227.00	0

KTCA-TV asserted that they will carry out the contract to provide the technical facilities for the four programs and broadcast them. Mr. Mitchell pointed out some ways to reduce the excessive consulting expence:

Limit responsibility to edit Programs III and IV and write the narrative script; Mr. Johnson mail in the narration for II for a local narrator to dub.

It was pointed out that restricting the editing playback to only one viewing may make the remaining programs less masterful. Mr. Irvin was to make firm inquiries for additional funds to provide more consulting time and technical costs.

No funds had been budgeted for expenses of statistical treatment of the evaluation of questionnaire, nor for consultants on the evaluation, nor for writing the final report.

It was felt that the New Hope and Brimhall tapes were of further value in providing material for another two programs each. The excellence and richness of instruction would enable many sequences to be excerpted. However, the tapes were rented and the material would be lost if purchase could not be secured.

Dr. Podolsky was concerned to get the kines to be used and evaluated in her classes.

The schedule for editing and narrating of Programs III and IV was set up. Charlotte Podolsky and Irene Herk would begin on III on February 17 from 8:00 a.m. to 1:00 p.m.

No date was set for the next meeting.

Advisory Committee and Consultants Meeting
TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF THE MENTALLY RETARDED

Minutes of Meeting March 22, 1966

The meeting was called to order at 1:00 p.m. by Chairman, Richard Johnson.

Present:	Absent:
Dr. Harriet Blodgett	Mr. Thomas Irvin
Mr. Norman Cole	Dr. Ernestine McLaughlin
Mrs. Irene Mork	Mr. Gerald Walsh
Mr. Richard Johnson	
Dr. Victor Kerns	
Dr. Charlotte Podolsky	
Mr. Thomas Starr	

ROUGH ANALYSIS OF RETURNS

Returns were received from about 140 teachers, who viewed and evaluated all four programs.

A preliminary summary of the results of the returns was distributed and reviewed by the committee. The programs were favorably received, and the comments indicated that expansion of the series was desired. Many teachers asked for more specific situations to be covered. This suggestion will be considered in an expanded series. It was felt that this type of program would be valuable for student training in colleges, as well as viewing be regular classroom teachers and teachers of the emotionally disturbed.

Mr. Cole moved the Committee investigate the possibilities of a larger program based on the experience of the pilot series. Seconded by Dr. Blodgett, the motion was passed.

RESULTS OF STATISTICAL DESIGN

Frequencies will be shown for all the specific questions.

Suggestions for reporting the general comments:

1. Group the related ones together.
2. Relate number of comments received to specific information about teachers i.e., training, experience, etc.

3. Compare type of comments from different teacher sub groups (e.g. new teacher vs. experienced teacher, etc.)
4. Inter film comparisons.

Shortcomings of these questionnaires will be indicated.

OUTLINE OF FINAL REPORT

1. Historical Review
2. Review of Proposal
3. Implementation of Pilot Project
4. Evaluation of Pilot Project
    a. Statistical Summary
    b. Narrative
5. Recommendations for Future Development
6. Summary Chapter
7. Appendixes

Dr. Blodgett moved that Richard Johnson write the final report. Seconded by Dr. Podolsky, the motion was passed. A draft of the report w ll be mailed to each Committed member for editing.

REVISED TIMETABLE

The work of the Committee is on schedule.

Mr. Cole suggested we make immediate contact with Washington. The Committee designated Dr. Kerns to contact Mr. Thomas Clemens, Director of Research, Office of Education.

FINANCIAL REPORT

A financial analysis is attached to these minutes.

The request for $3,682.50 additional funds to complete the pilot has been submitted and is pending in Washington.

ASSIGNMENT OF NEW TASKS

Write Statistical Summary: Dr. Podolsky

The meeting adjourned at 12:00 noon.

NEW PROJECT OE 5-16-035

March 24, 1966

FINANCIAL REPORT

	Budget	Spent	Balance
Remote	$1,700	$1,700	-
Tape Rental	160	160	-
Administration	687	687	-
Broadcasting	340	340	-
Kine	756	756	-
Editing, etc.	2,200	3,392	-$1,192
Duplicating	50	-	
Consultants	1,398	1,327	-136
Travel	510	643	
Evaluation	-	124	
NEW Fund	$7,801	$9,129	-$1,328
Local Funds	639	589	+50
TOTAL	$8,440	$9,718	-$1,278
Present Deficit			$1,278

Proposed Encumbrance

	Budget	Spent	Remainder
Kine	$1,040	-	$1,040
Technical	1,278	1,192	86
Secretarial	237	-	237
Consultants	1,128	136	992
	$3,683	$1,328	$2,355

TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF RETARDED
Advisory Committee & Consultants Meeting

Minutes of Meeting May 23, 1966

Present:

Dr. Harriet Blodgett
Mrs. Irene Mork
Mr. Thomas B. Irvin
Dr. Victor Korns
Dr. Charlotte Podolsky
Mr. Thomas Starr

After talking over the telephone with Dick Johnson, the date for the next meeting was set for Tuesday, June 14 at 1:30 p.m.

DISCUSSION ON THE DISTRIBUTION OF KINES Guidelines were not to have them gather dust; use distributing facilities of Department of Audio-Visual; letters to make them available to other institutions on a long lease basis. (We did not discuss national notice, nor national distribution).

REPORT ON FINANCES Mr. Irvin told that the supplementary application had been lost in Contracts in Washington. The Department had reformulated its application to accommodate the necessary categories; everything is in readiness for approval when funded.

QUESTIONNAIRE DATA Dr. Podolsky reported on partial date of questionnaires. All four films were favorably evaluated in terms of our purposes; Film II was most favorably received over-all.

Consideration should be given to the redo of Film I when funds are available. The original tapes are still extant.

FUTURE PROBLEMS Possible application funds from Husted Foundation after final report. We should return as much money to U.S. as possible. The project had enough flexibility under subcontract to KTCA. Any new project should be for a three-year term. Identification of personnel is critical. Dr. Podolsky is leaving for Hofstra University. The project should expand from mental retardation to other handicaps and to deviant problems. The films were well received and said to be useful to regular teachers.

NEXT MEETING Tuesday, June 14, 1966, 1:30 p.m.

APPENDIX C

OE 5-16-035

PROGRAM EVALUATION FORM

Minnesota Department of Education
Special Education Section

February, 1966

INSERVICE TELEVISION PILOT PROJECT
(Teacher Evaluation Form)

PURPOSE. This questionnaire represents part of the evaluation phase of the Inservice Television Pilot Project for teachers of retarded children. The purpose of the questionnaire is to determine how effective and meaningful television can be as a medium for the inservice training of teachers when it is used to capture "on the spot," unrehearsed classroom programming. Your assistance and cooperation in completing these forms are essential to the success of the project and will be very much appreciated.

DIRECTIONS. Please read carefully the following before completing this form:

1. Four identical questionnaire forms have been sent to you, one for each of the four telecasts. Please complete one of the questionnaire forms as soon after viewing each telecast as possible.

2. Hold all four evaluation forms until after you have viewed the last telecast (March Return all four completed questionnaires by March 15 to the State Special Education Section. (In the event that you do not have an opportunity to see all four broadcas please complete and return the evaluation forms for the particular programs which you did view. These should be returned after the last telecast.)

IDENTIFYING INFORMATION. Please complete the following questions about yourself. It is not necessary for you to sign your name or in any other way identify yourself on the for However, information contained below will be helpful in the total evaluation.

1. Name of college you attended for:

   a. Basic Teacher Training . . . . ____________________

   b. Special Education Courses. . . . . ____________________

2. Total years of higher education (Circle) 1 2 3 4 5 6 ____

3. Highest degree earned. . . . . ____________

4. Certification you presently hold (Check appropriate spaces)

   a. Regular Elementary . . . . ____________
   b. Special (Provisional). . . . . ____________
   c. Special (Full) . . . . ____________
   d. Other (Please Specify) . . . . ____________________

5. Years of teaching experience in:

   a. Regular Grades . . . . ____________
      Grades taught . . . . ____________

   b. Special Class. . . . . ____________
      Present Level of Special Class (e.g., Ele., Jr., Sr.) . . . ____________

6. This evaluation is for the telecast of: (Circle)

   Feb. 14 Feb. 21 Feb. 28 March 7

7. Number of programs seen thus far: (Circle) 1 2 3 4

RATING OF SPECIFIC ASPECTS OF FILMS. This part of the questionnaire is concerned with determining how well these films have brought out certain aspects involved in an effective teaching situation in a classroom for retarded children. Please remember that you are not making an assessment of the teacher in the film but rather you are evaluating how effectively the telecast points out some of the important ingredients of teaching.

Please rate the following items in terms of how well or poorly you think that the T.V. program has conveyed these aspects. Circle the appropriate phrase; (a) poorly conveyed; (b) adequately conveyed: or (c) well conveyed, after each item listed below.

1. Classroom appearance reflected the curriculum content.

   (a) poorly conveyed (b) adequately conveyed (c) well conveyed

   Comments:

2. Appropriateness of classroom activities for age of the children

   (a) poorly conveyed (b) adequately conveyed (c) well conveyed

   Comments:

3. Use of special equipment (charts, etc.) during lessons

   (a) poorly conveyed (b) adequately conveyed (c) well conveyed

   Comments:

4. Appropriateness of the materials for the lessons taught

   (a) poorly conveyed (b) adequately conveyed (c) well conveyed

   Comments:

5. Teacher's methods for providing attention to individual children

   (a) poorly conveyed (b) adequately conveyed (c) well conveyed

   Comments:

6. Use of grouping for teaching purposes

   (a) poorly conveyed (b) adequately conveyed (c) well conveyed

   Comments:

7. Techniques of motivation used in teaching

(a) poorly conveyed (b) adequately conveyed (c) well conveyed

Comments:

8. Teacher's enthusiasm and interest in the children

(a) poorly conveyed (b) adequately conveyed (c) well conveyed

Comments:

9. Exploiting of unusual situations for learning experiences

(a) poorly conveyed (b) adequately conveyed (c) well conveyed

Comments:

10. The teacher's general pattern of behavior control in the room

(a) poorly conveyed (b) adequately conveyed (c) well conveyed

Comments:

11. Control of highly atypical behavior

(a) poorly conveyed (b) adequately conveyed (c) well conveyed

Comments:

TECHNICAL ASPECTS OF THE FILM: Please complete the following statements on the broadcast itself

12. The program was sufficiently long for purposes of inservice training

Yes No Undecided

Comments:

13. The sound was adequate

Yes No Undecided

Comments:

14. The narration was appropriate and meaningful

Yes No Undecided

Comments:

15. The program as presented was too fragmented

Yes No Undecided

Comments:

SUGGESTIONS. With future series in mind, what suggestions do you have? Would you like to see any of the following?

16. More programs with the same groups of children involved	Yes	No	Undecided
17. More emphasis on special areas (physical education, reading, music, art, arithmetic)	Yes	No	Undecided
18. More programs with older youngsters (junior high, senior high)	Yes	No	Undecided
19. More emphasis on materials and teaching aids	Yes	No	Undecided
20. More demonstration of programmed learning	Yes	No	Undecided
21. More discussion by classroom teacher in charge of group	Yes	No	Undecided
22. More information on psychological diagnosis	Yes	No	Undecided
23. Did this program provide you with any new ideas?	Yes	No	Undecided
24. Did you find this program stimulating and interesting?	Yes	No	Undecided

ADDITIONAL COMMENTS:

Return to: Special Education Section, Department of Education, St. Paul, Minn. 55101

APPENDIX D

OE 5-16-035

SELECTED COMMENTS FROM
THE "COMMENTS" SECTION OF THE
TEACHER EVALUATION FORM, PROGRAMS I & II

PROGRAM I

INSERVICE TELEVISION PILOT PROJECT
(Teacher Evaluation Form)

#14 - The narration was appropriate and meaningful.

Comments Plus

Like the commentator - brief but effective way of bringing out points to watch for.
Commentator was excellent. He helped coordinate ideas as we watched.
Narration added much to give explanation for people not familiar with handling these children.
Narration was tops. Perhaps could show statements made on TV screen.
It fitted the situation. Probably the most helpful part of the film.
Especially was interested in the "danger-disturbance and frequency" idea.

Comments Minus

It was somewhat at the expense of pupil's time.
Distracting - comments before or after would allow viewer to concentrate on classroom situation.
Too fast.
Too much narration.
Less narration and more watching class would have been advantageous.
Sound and visual presentation techniques poor.
Voice had little inflection. Flat sounding, completely lacking in animation.
Too much repetition.
Watching one situation while hearing about what was coming later.
Narration was too wordy.
Narration should be subordinated to teacher.

#15 - The program as presented was too fragmented.

Comments Plus

Good continuity. The topics covered fit together well.
Draw some very good conclusions from the parts shown.

Comments Minus

Too many areas covered in too short a time.
Should show learning situation - how it needs to be concrete and needs repetition.

Teacher and class jump from one activity to another too much without developing one thoroughly.
Longer and fewer activities.
Many fragments seemed absolutely meaningless - e.g. spelling - no information on how taught, only on number of words tested.
Like to see emphasis on high points of lessons better than longer classes of one type.
We heard very little about ability to read.
Newer teacher would have found it jumpy.
More concentration on one subject.

#23 - Did this program provide you with any new ideas?
#24 - Did you find this program stimulating and interesting?

Comments Plus

Yes - because it is a different situation from my own.
Interesting, but not stimulating.

Comments Minus

No - reinforced some.
No - disturbed me. Did not have the classroom climate.

Additional Comments

Comments Plus

Have profited from this observation and would like the opportunity for more of such experiences.
I wish regular teachers saw this. This first film pointed up the essentials of good procedure at any grade level.
Very worthwhile - let's have more!
I was interested in the atypical behavior and how it was handled, especially in the light of how I was handling it.
I believe programs could vary in age groups, in emphasis on different areas of instruction and in material. Good for beginning program to give general atmosphere of the classroom and the importance of the individual needs of the children.
Felt it reinforced my own thinking and the way I am handling my class.
This idea for inservice programs has great potential. Very stimulating.
Deviations from normal procedure depend on danger to others or self, frequency of deviation, providing doesn't upset classroom procedure too much.
Would enjoy seeing this film again.
How relaxing to observe such an outstanding teacher teach special students.

It is always good to see someone else "in action." It was good to see so much of the "teacher-pupil" and "pupil-pupil" interplay.

A number of important aspects were taken up and hammered home. Also, there were many reminders of things we know but don't always remember to do.

Comments Minus

I would like a program with younger children involved. Also many helps in independent activities for younger children would be appreciated. I didn't find any specific ideas that were particularly helpful. Just seeing another teacher in the teaching situation helps the morale.

One-half hour too short a time - maybe one area - reading groups, etc.

I feel the narration could have been briefer allowing more time for observation of teaching methods and pupil participation. I would like to see a younger class group. This one seemed intermediate age level. How about the primary level? Also, a statement of the chronological ages of the class would help.

Some knowledge of the children's aptitudes and grade levels would have helped.

I feel an outline in the hands of the viewer would be helpful, or a paper with the comments of the announcer. Enough space between comments should be left to give room for note taking.

I would like to hear more lessons on severe speech retardation.

I would like to see several age levels handled on a wider variance per classroom which is more typical of the larger number of our classroom situations in classes out of the immediate urban and suburban areas.

I believe we need positive help. We know only too well the negative problems.

Another time in the afternoon would be better for viewing, or even early - before school.

This class appeared to have an unusual amount of brain damaged or emotionally disturbed children. Information about class would be of interest.

There was much left to be desired such as the age of the children, definite materials used, etc. I would like to see more discipline measures of problem children.

The splicing of film should have been done by an editor.

I would appreciate help for teaching trainable retarded (IQ from 28 to 40).

Although it would be interesting to see pictures of secondary classes, I didn't see how anyone could get any spontaneous reactions. I am sure my secondary people would do one of two things - either freeze or show off if they knew they were being filmed.

I would like to see a class which had extremely emotional problem children, with more variation as to age, both physical and mental. How would you teach a reading class of those on a first grade level and another for fourth?

I feel that a person not used to working with EMR's would find the picture quite confusing.

In order to demonstrate good techniques I would prefer a teacher working with only one or two youngsters.

PROGRAM II

INSERVICE TELEVISION PILOT PROJECT
(Teacher Evaluation Form)

#14 - The narration was appropriate and meaningful.

Comments Plus

Much better than Program #1.
More to the point. Well presented. Diction and enunciation good.
Reinforces techniques one may overlook in one's own classroom.
Narrator did not intrude during the teaching lesson. Presentation was complete in itself.
Very well done.
Briefer, but more to the point.
Excellent - not too much narration.
Very clear and easily followed.
The comments were pertinent. Helped point out some excellent techniques used skillfully.

Comments Minus

Narration was brief. Did not furnish much detail.
Might have a short review of the film by both teacher and narrator.
Not for me because of a hearing problem.
There could have been more.
Could have been at different points concerning certain specific segments.
Would have preferred an explanation of those who worked alone.
Would like to have known more about the group beforehand.

#15 - The program as presented was too fragmented.

Comments Plus

Better than program #1.
Greater improvement.
Was a good learning situation.
Outstanding job of editing.
Not as choppy as the first one.
Enough was presented so one could imagine what came before or would follow.
Complete as need be for specific areas.

Comments Minus

Would rather have seen an entire class situation.
Teaching seems somewhat haphazard.

Too much for a half-hour program.
More follow-through on fewer situations.
Not as good as first.
Less lessons and more shown of each particular lesson.
Supplementary comments might be useful. (by teacher)
The camera could have dwelt longer on each activity.
Might be for beginners in the field.

#23 - Did this program provide you with any new ideas?
#24 - Did you find this program stimulating and interesting?

Comments Plus

Good to see reaction of children not always observed during day.

Comments Minus

No - only because of level (age) of children.

Additional Comments

Comments Plus

The physical environment appeared to be much better than in the first telecast - more room, equipment, etc. It would be helpful if the CA & MA range of the children would be given and the number with multiple handicaps. The length of school day and number of children in class and integration with normal classes in the school would help viewer.
The teacher did a commendable job. She was relaxed and so were the children, and because she was alert, interested and aware of the individual needs she had a happy and interested group where learning situations were always present.
Television reception in this area is poor but found many worthwhile ideas.
A good illustration of how to control a group in free play.
I appreciated Mrs. Singer's acceptance of the wish of the child who wished to be alone. She regarded each child as an individual.
The best of the three which I viewed - control, purpose, attentiveness. Very good.
Excellent teacher-student relationship. Room styled to make greatest use for this Special Education activity. Allowed for group to satisfy individual differences. A sharp teacher with situation well in hand.
Seemed to move along much more naturally than the previous one.
Much better in every way.

Enjoyed combination of Language and Phonics.
This program showed a math program for a longer period of time. This was quite interesting to show reaction to instructional material.
Good classroom atmosphere and control.
Excellent in every detail.

Comments Minus

It would seem that the speaker's microphone could have picked up the voices more clearly.
For special education teachers who are teaching now the program should concentrate more on one subject area.
I would like to see groups of intermediate age level.
Too much attention given to free play. Aimless free play waste of time - children needed a constructive psycholinguistic language program.
Too unreal. I always have some behavior problems and a wider range in age and mentality.
Reference to Mrs. Singer constantly by the narrator seemed tiring. Why couldn't she say "watch me"?
It doesn't help a teacher who works with teen-agers.
Show more programmed instructional material.
Would like to have had a briefing of what I was to view - would have noticed or learned more.
Given at too early an hour.
I found it difficult to make the shift from one activity to another. There should be a way to let one know that a new activity is beginning before the new activity is shown.
This program, like textbooks and U. courses, emphasized the ideal rather than the real situation. I'm afraid most new special class teachers are going to be much mislead if they expect such conditions. How about showing the inadequate, poorly equipped, the damaged, frustrated, deviate personalities of the older children and the quick-adjusting and adapting teacher in action?

APPENDIX E

OE 5-16-035

CONTRACTOR'S PROPOSAL AND/OR PLAN OF OPERATION

OE 5117 (REV. 6-64)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

CONTRACTOR'S PROPOSAL AND/OR PLAN OF OPERATION

OFFICIAL NAME OF CONTRACTOR

Minnesota State Department of Education

ADDRESS (Number, Street, City, State and ZIP Code)

Centennial Building
St. Paul, Minnesota 55101

Telephone No. 221-2547

CHECKS TO BE MADE PAYABLE TO (Give complete name and address)

Minnesota State Department of Education
Centennial Building
St. Paul, Minnesota 55101

NAME AND TITLE OF PERSON AUTHORIZED TO SIGN CONTRACTS FOR THE CONTRACTOR

Duane J. Mattheis, Commissioner of Education

SUBMITTED BY (Authorized Official) (Sign, type name and title)

Duane J. Mattheis, Commissioner of Education

PROJECT TITLE:

A PILOT DEMONSTRATION OF THE APPLICATION OF EDUCATIONAL TELEVISION TO THE IN-SERVICE TRAINING NEEDS OF TEACHERS OF THE MENTALLY RETARDED

BRIEF STATEMENT OF WORK OR SERVICE PROPOSED:

The Department of Education will develop a pilot series of four (4), thirty minute video tapes designed as in-service presentations for selected teachers of the mentally retarded in Minnesota.

1. CONTRACTOR'S ORGANIZATION, FACILITIES AND QUALIFICATIONS

The Contractor represents to the Government:

A. That it is a State Department of Education existing under the laws of the State of Minnesota, having its principal office and place of business in the City of St. Paul in the State of Minnesota.

B. Do you presently employ: 50 or more people? Yes ☒ No ☐
500 or more people? Yes ☐ No ☒

C. That work contemplated will be performed at various locations in the State of Minnesota, principally St. Paul.

D. That it presently has the following commitments with the Government relating to the specified work or services and that these commitments (will) (will not) interfere with the completion of the work or service contemplated under this proposal:

None

E. That it (has) (~~has not~~) engaged in work or services of the type required herein.

F. That if awarded the contract under negotiation it is the intention of the Contractor to subcontract the following phases of the work or service:

Phases of work or services to be subcontracted	Estimated Cost	Name and Address of Subcontractor
Project Direction & Associated Expenses (Sec'y & services, consultants, travel, supplies and materials)	$2805.00	KTCA - TV St. Paul, Minnesota
Technical Costs (Remote, editing, broadcasting, production, etc.)	$4996.00	KTCA - TV St. Paul, Minnesota

G. That it (~~has~~) (has not) employed or retained a company or person (other than a full-time employee) to solicit or secure this contract, and agrees to furnish information relating thereto as may be requested by the Contracting Officer.

H. That it (has) (~~has not~~) the necessary financial capacity, working capital and other resources to perform the contract without assistance from any outside source except as provided in this contract. (If not, indicate the amount required and the anticipated source.)

I. That it is aware of the policy of the Government that Government personnel are prohibited from accepting gratuities, in whatever form, offered by organizations or individuals doing or desiring to do business with the Government. That the Contractor will cooperate to maintain the highest standards in its business relations with Government personnel in the negotiation, award or administration of any contract which may result from its proposal.

J. The Contractor represents that he (has) (~~has not~~) participated in a previous contract or subcontract subject to either the Equal Opportunity Clause contained in Section 301 of Executive Order No. 11114 or the clause originally contained in Section 301 of Executive Order No. 10925; that he (has) (~~has not~~) filed all required compliance reports; and that representations indicating submission of required compliance reports, signed by proposed subcontractors, will be obtained prior to subcontract awards. (The above representation need not be submitted in connection with contracts or subcontracts which are exempt from the clause.)

K. That it is aware of the policy of the Government set forth in Executive Order No. 11141 of February 12, 1964 (29 F.R. 2477), that (1) contractors and subcontractors engaged in the performance of Federal contracts shall not, in connection with the employment, advancement, or discharge of employees, or in connection with the terms, conditions, or privileges of their employment, discriminate against persons because of their age except upon the basis of a bona fide occupational qualification, retirement plan, or statutory requirement, and (2) that contractors, and subcontractors, or persons acting on their behalf, shall not specify, in solicitations or advertisements for employees to work on Government contracts, a maximum age limit for such employment unless the specified maximum age limit is based upon a bona fide occupational qualification, retirement plan, or statutory requirement.

2. CONTRACTOR'S PROPOSAL AND/OR PLAN OF OPERATION

A. The Contractor hereby proposes to furnish all facilities, personnel, equipment, materials, supplies, and services (except as indicated elsewhere in this proposal), and to perform all work and services necessary and essential to acceptable completion of the work or services described in the attachment to this form.

B. The work or service will be performed under the direction of

Dr. Victor Kerns, KTCA - TV, 1640 Como Avenue, St. Paul, Minnesota
to be known as the "Project Director."

C. The Contractor proposes to undertake the performance of the work or services contemplated on the basis that the contract price shall be as checked below:

____ Fixed-price

X Cost-reimbursement

____ Other (Explain)

D. The Contractor proposes that if awarded the contract it will begin work on June 1, 1965

____ prosecute it vigorously, and complete the work by June 30, 1966

____

E. The Contractor's price is predicated upon payments being made to it by the Government in the following manner:

____ (1) For technical progress report and invoice delivered and accepted:

Date Amount

To be determined

2. CONTRACTOR'S PROPOSAL AND/OR PLAN OF OPERATION *(continued)*

______(2) Monthly reimbursement for expenditures (cost contracts)

______(3) Other (Specify):

F. The Contractor proposes the budget attached to the proposal and represents to the Government any charges contemplated as set forth therein are not duplicative of any charges against any other Government contract, subcontract, or other Government source.

(1) Rates for Consultants in excess of $50 per day are explained and justified as follows:

Not applicable

(2) Per diem in excess of $16 per day is explained and justified as follows:

Not applicable

(3) The Contractor agrees to comply with the Government's travel policy which provides:

a. When air transportation is used, less than first-class accommodations on prop or jet aircraft constitutes the normal class of service which travelers are required to use. First-class accommodations may be used if (A) less than first-class is not available (providing reservation was requested within 24 hours after the traveler had knowledge of the trip); (B) less than first-class requires circuitous routing; (C) less than first-class requires travel to begin or end at unreasonable hours (i.e., if scheduled flight time is before 8:00 a.m. and scheduled arrival is after 9:00 p.m.); (D) less than first-class would result in additional direct costs which offset the transportation savings; or (E) less than first-class will not make connections with other flights or means of transportation for continuation of the journey.

b. It is recognized that, under unusual circumstances, use of first-class accommodations may be warranted for reasons other than those set forth in the foregoing paragraph. Such circumstances, however, should arise rarely and then only for good and sufficient reasons, rather than as a general loophole for circumventing this policy.

APPENDIX F

OE 5-16-035

QUARTERLY REPORTS TO HEW

August 1, 1965

November 1, 1965

February 1, 1966

TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF RETARDED

HEW PROJECT OE 5-16-035

REPORT OF AUGUST 1, 1965 (Delayed)

A Formal Contract for Service in implementing the project was signed by the State of Minnesota Department of Education and KTCA-TV on August 3, while $7,801 in funds were encumbered by the State Auditor on August 12. However, the project had actually been started following an exploratory meeting on October 3, 1963 at KTCA. Funds amounting to $300 were contributed by the Minneapolis and Minnesota associations for retarded children and $329.39 was contributed by the Campus Chest of the University of Minnesota. It was these funds that enabled the projects' advisory consultants to proceed in the interim between the HEW letter contract of April 30 and the above mentional service contract of August 3.

Appended are the agenda and minutes of the formal meetings.

Submitted by:

Dr. Victor Kerns, Project Director
Director of School Programs, KTCA-TV

TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF RETARDED

NEW PROJECT OE 5-16-035

REPORT OF NOVEMBER 1, 1965

Anticipating the physical restrictions which would make impossible the television observation of teachers who could demonstrate exemplary classroom management, the consulting committee authorized the project director and KTCA-TV engineers to make site surveys of the recommended classrooms. Accordingly the survey party visited twenty-one (21) classrooms in ten (10) schools considered to be more accessible than others. The objective of the survey was to determine the suitability of each room from the production and engineering point of view; and therefore there were five sites recommended as presenting least difficulties in this regard.

At the consultants advisory meeting of October 19, four teachers were selected as consultants to that phase of the project which involved them. Each teacher with two advisory consultants are to meet to explore the significance and objectives of the project in preparation for the actual television observation dates which have been set for November 23, 30 and December 2, 10.

Design and construction of the camera concealing enclosures has been completed. The enclosures will be placed in the classrooms two weeks prior to television observation day so as to minimize environment distortion.

According to the projected timetable on page 6 of the proposal, we are about fifteen days behind schedule. However, the flexibility of the next phase will enable the project to proceed as planned.

Submitted by:

Victor Kerns, Project Director
Director of School Programs, KTCA-TV

TELEVISION IN-SERVICE TRAINING FOR TEACHERS OF THE RETARDED - NEW PROJECT OE 5-16-035
REPORT OF 1 FEBRUARY, 1966

Since the last report, much of the substantial work of the project has been completed.

1. The consultants conferred with each of the four selected teachers in preparation for the classroom recording session.
2. Camera concealing enclosures were delivered to three sites. A fourth classroom used no concealing screen since the cameras were mounted high and operated by remote control.
3. The recording sessions at the four schools were carried through without variation in the plan. At each classroom about four hours of recording were made by the technical staff under the direction of at least two consultants.
4. The consultants screened the recorded tapes and at the time of this report have reduced two sessions to two half-hour programs.
5. Two or more consultants determined the sequences to be included in the program and prepared the scripts for narration. Program 1 was edited with the help of the classroom teacher.
6. A broadcasting schedule was prepared and notices were sent out to appropriate quarters.
7. In the interim, the consultants prepared and edited the evaluating instrument attached which has been distributed in anticipation of the broadcasting to all special class teachers in the broadcast area of Channel 2 Twin Cities and Channel 8 Duluth, including Wisconsin, and Channel 10 Appleton in west central Minnesota.
8. Working under great pressure of time the final version of Program 1 of the series was completed. It was previewed and accepted by the consultants committee and will be broadcast as scheduled.
9. At the last consultants advisory meeting a financial review of the project was made. The report indicated that the consultants expenses had been much greater than anticipated. Unless more funds were found to support the project, the remaining three programs could not be completed at as high a professional level as the first. Because it was found to be unfeasible to identify the valuable sequences at the actual time of recording, the editorial work was done by viewing the playback to locate and evaluate appropriate scenes. Such procedure resulted in mounting consultant and technical costs not budgeted for. Furthermore, travel allowance and consultant time consumed a larger portion of the budget.

Minutes of the meetings referred to are appended.

Submitted by

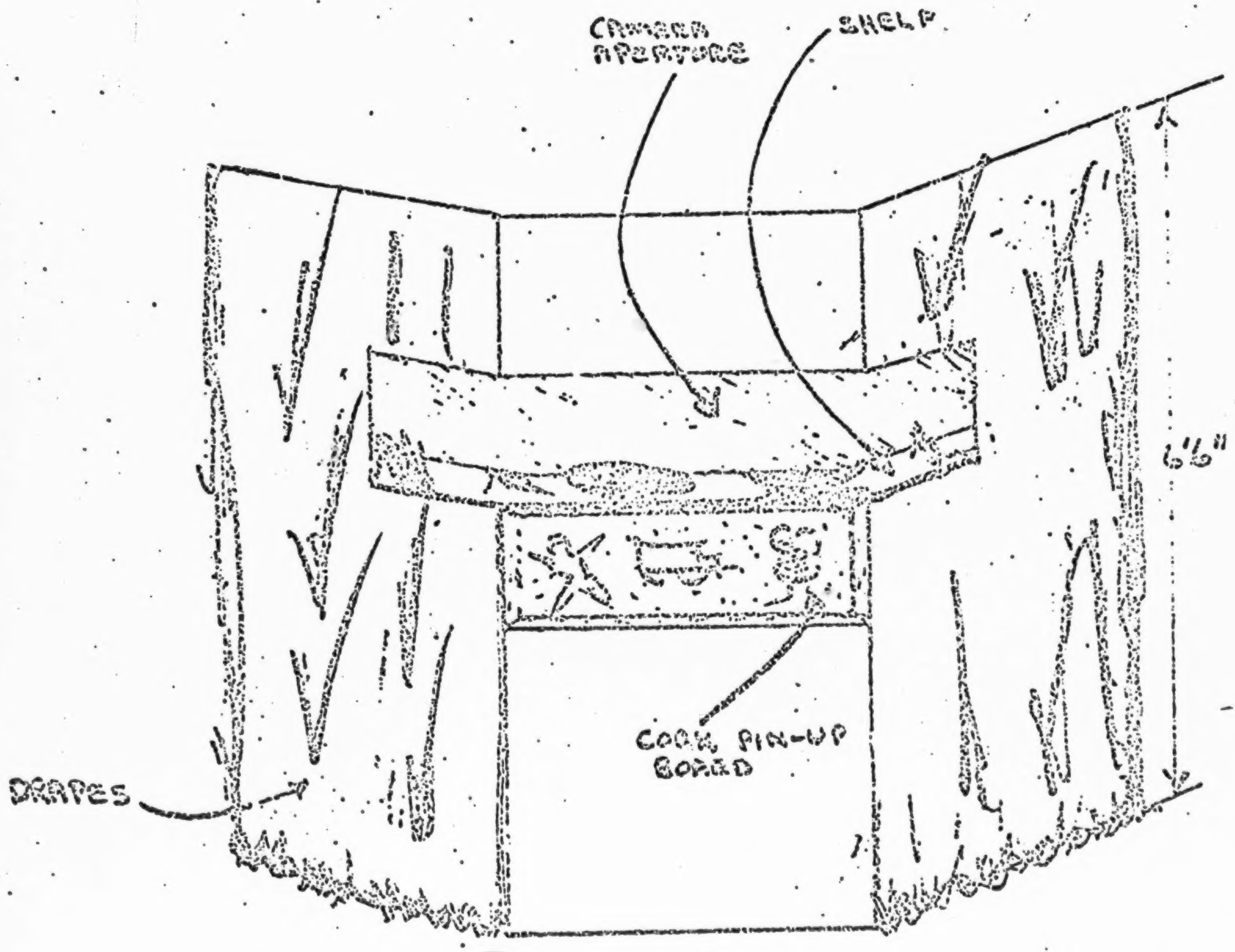
Victor Kerns

Dr. Victor Kerns, Project Director
Director of School Programs, KTCA-TV

APPENDIX G

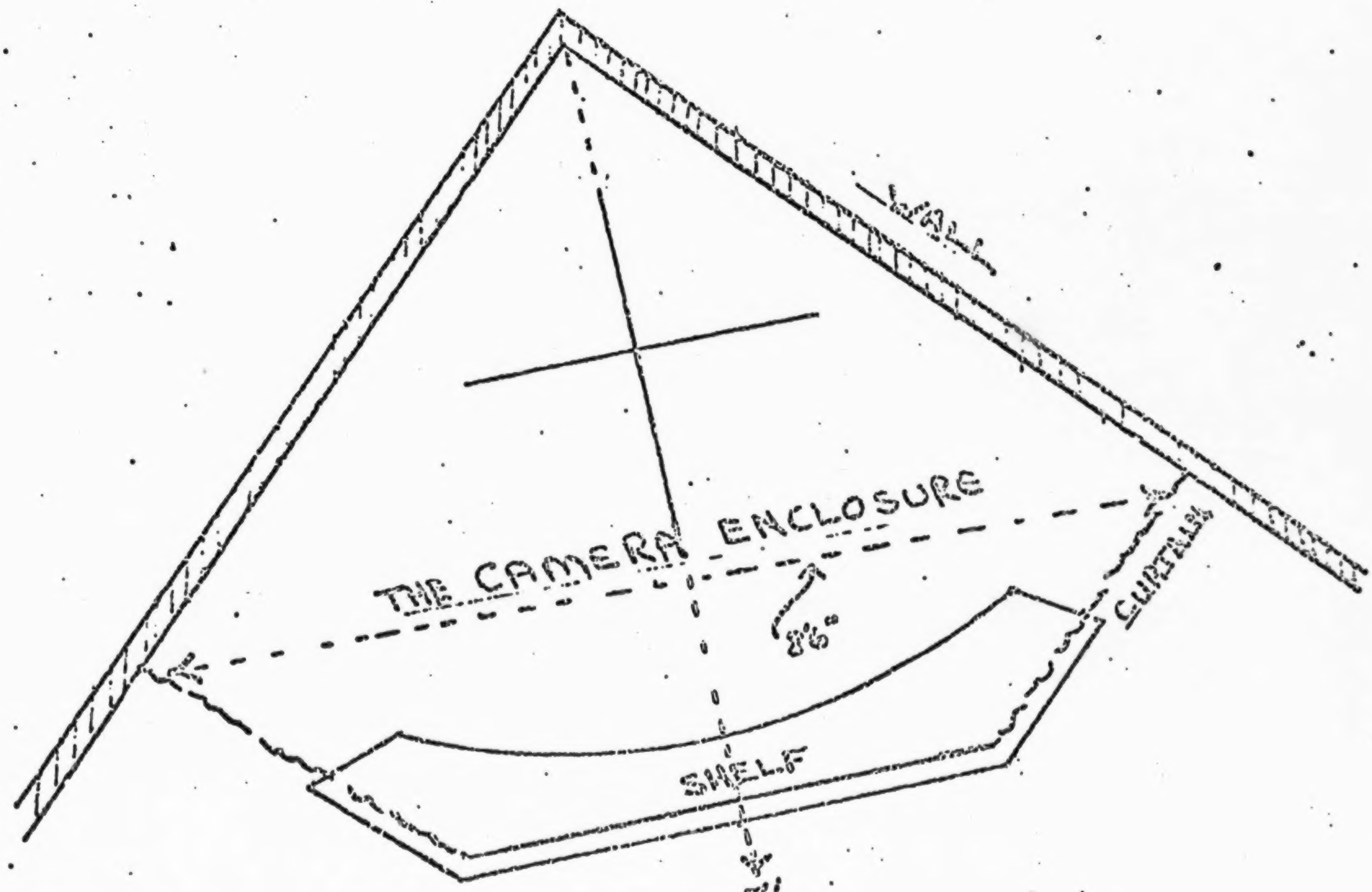
OE 5-16-035

DIAGRAM OF CAMERA ENCLOSURE


CAMERA APERTURE
SHELF
6'6"
CORK PIN-UP BOARD
DRAPES

FRONT VIEW

To be placed so that camera
faces away from window.


WALL
THE CAMERA ENCLOSURE
CURTAIN
8'6"
SHELF
7'

View From Above

APPENDIX H

OE 5-16-035

PARENT RELEASE FORM

IN-SERVICE TRAINING PROJECT FOR TEACHERS OF RETARDED

MINNESOTA STATE DEPARTMENT OF EDUCATION
U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION PROJECT OE-5-16-035
KTCA-TV
(COOPERATING SCHOOL DISTRICT)

Date ______________________

In consideration of the need to provide training for teachers, I hereby authorize you to record at school on film, tape, or otherwise my child's likeness, performance, and name for such instructional programs, and to use and authorize others to use such recordings or films for educational television broadcasting and for audio-visual instructional purposes everywhere in perpetuity.

Child's Name ______________________

Parents' Name ______________________

Address ______________________

____

Witnessed by Teacher or Principal:

Name ____________ ____________

Address ______________________

____

APPENDIX I

OE 5-16-035

SELECTED PROJECT CORRESPONDENCE

FROM FEBRUARY 17, 1964 TO APRIL 13, 1966

Programming for Retarded Children
KTCA-TV 1640 Como Ave. St. Paul
645-5565

MEMO: To All Confreres

FROM: Dr. Victor Kerns

RE: Enclosed response from HEW

This is encouraging.

Apparently we should "work out detailed study procedures" and "plan for supervising the experiment", while we focus on training teachers. The idea would be to spread over the country our practical knowledge and experience with educable children.

We can look forward to this should our proposals be accepted: Our work on the project itself will be financially supported.

In order to develop these ideas, you are asked to attend a meeting on Tuesday, March 10, 1964 at 3:30 P.M. at the studio.

Please respond on the enclosed card if the date and time is convenient or to suggest any alternative.

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

February 17, 1964

Dr. Victor Kerns
Assistant Director of School Programs, KTCA - TV
1640 Como Avenue
St. Paul, Minnesota 55108

Dear Sir:

Your proposal to develop kinescopes for mentally retarded children and their teachers was read by me with much interest. I am of the opinion that you have a "researchable" idea which ought to be pursued. There are two fund sources of interest to you in the Office of Education, namely; the Curriculum Improvement Program of the Cooperative Research Branch, and the Educational Media Branch. Enclosed you will find a set of applications from the Cooperative Research Branch.

Several points ought to be weighed when you prepare your proposal statement. Before you prepare the materials, plan to assemble a group of experts from the field both to work out detailed study procedures and to supervise the ongoing experiment. Then, take into account methods for disseminating your study outcomes around the country. Also, you might profitably focus upon the phase pertaining to training teachers in the area rather than upon preparing materials specifically for the children.

Give these points some thought, then formulate a proposal for our consideration. I shall look forward to your response.

Sincerely yours,

William C. Wolf Jr

William C. Wolf, Jr.
Research Coordinator
Cooperative Research Branch

WCW/cj

March 26, 1964

Mr. Gordon Christian
Executive Director
Minneapolis Assn for Retarded Children
2742 Hennepin Avenue
Minneapolis, Minnesota

Dear Mr. Christian:

Following the March 10 group meeting which examined the HEW responses to our outline proposal, Mr. Richard Johnson and I met to plan the next steps.

Our discussion was based on an understanding that MARC would provide $300 to activate further planning for TV programming.

Accordingly, the attached exhibits represent the fruits of our discussion:

One. A contract between KTCA and MARC for the development of plans.

Two. A prospectus to be developed under the contract looking forward to an HEW grant for support of a pilot project.

I shall look forward to the early closing of the contract, at which time we shall communicate with Doctors Blodgett and Deno.

Sincerely yours,

Dr. Victor Kerns
Assistant Director
School Programs

VK:es
Enclosures (3)

cc: Mr. Richard Johnson

COPY

TCA-TV

1640 Como Avenue
aul, Minnesota 55108
645-5565
Cable: TELED

TWIN CITY AREA
EDUCATIONAL
TELEVISION
CORPORATION
nn C. Schwarzwalder
General Manager

Minnesota
Statehood
Centennial
Memorial
Building
for
Educational
Television

January 19, 1965

Mr. Richard Johnson
Consultant
State Department of Education
Centennial Office Building
St. Paul, Minnesota 55101

Dear Richard,

I have spoken with Messrs. Gerald Walsh and Clyde O. Bezanson, and with Dr. Charlotte Podolsky. Each of the men agreed to serve on the Advisory Committee and Dr. Podolsky has agreed to serve as Consultant to the project.

KTCA has liability insurance which covers such hazards as personal injury and property damage. We are prepared to submit a Certificate of Insurance which categorically defines the protection we would have for the project.

Robert Mitchell, our Director of Special Projects, has reviewed the technical and financial portions of the draft, accepts the provisions as being realistic and commends you highly for the beautifully thorough work in preparation of the proposal.

Sincerely yours,

Victor

Dr. Victor Kerns
Assistant Director
of School Programs

VK:dod

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

February 16, 1965

Dr. Victor Kerns
Assistant Director School Programs
KCTA - TV
1640 Como Avenue
St. Paul 13, Minnesota

Dear Dr. Kerns:

Good luck on your proposal for a pilot demonstration of the application of ETV. I wish that I were involved in the decision making sphere of the Small Contract Program so that I could provide a boost. After examining your proposal, I think you are in good shape with or without my help.

Cordially,

William C. Wolf, Jr.
Research Coordinator
Curriculum & Demonstration Branch

WCW/zh

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

MAY 1965
COMMISSIONER
OF
EDUCATION

APR 30 1965

Honorable Duane J. Mattheis
Commissioner of Education
State Department of Education
St. Paul, Minnesota 55101

NDEA, Title VII-B
Contract Number: OE-5-16-035

Dear Commissioner Mattheis:

We are pleased to enter into a letter contract with your agency under the provisions of P. L. 85-864, Title VII, Part B, Section 731 for a project entitled "A Pilot Demonstration of the Application of Educational Television to the In-Service Training Needs of Teachers of the Mentally Retarded" under the direction of Dr. Ellsworth Stenswick, in accordance with your proposal dated February 23, 1965. You are authorized to begin work on the project effective May 1, 1965. The estimated amount of the contract which is subject to further negotiation is $7,486. (FY 1965 $7,486; FY 1966 ------)

The staff of the Media Research and Dissemination Branch will work with you to complete the negotiation of a mutually acceptable Plan of Operation. Upon completion of the negotiations a formal cost-reimbursement contract will be sent to your agency for signature. The contract period will be from May 1, 1965, for a period of 8 months.

After the effective date of this letter contract and until a definitive contract is negotiated, the parties shall be governed by the terms and conditions set forth in the attached instruments. These instruments include the Special Provisions which appear in the standard definitive cost-reimbursement contract used by the Office of Education in contracting for Title VII, Part B of the National Defense Education Act, and OE-5115-2 (10-63).

In the event that this letter contract is not superseded by a definitive contract, the Contractor shall be compensated in accordance with Article 17 of the attached General Provisions, but not to exceed the amount reflected in paragraph one above.

This letter contract shall expire on June 30, 1965, unless superseded by a definitive contract prior to such date.

We appreciate your cooperation and willingness to make the resources of your agency available for furthering Title VII of the National Defense Education Act. If you agree to proceed with the project under the terms of this letter contract, it is requested that you sign the enclosed copies on the line designated and return them immediately.

Sincerely yours,

Ralph C. M. Flynt

Ralph C. M. Flynt
Associate Commissioner for
Educational Research & Development

Enclosures 2

ACCEPTED:

By: Duane J. Mattheis

Title: Commissioner of Education

Date: May 15, 1965

STATE OF MINNESOTA
OFFICE MEMORANDUM
DEPARTMENT OF EDUCATION

May 14, 1965

TO : All Consultants and Advisory Board Members

FROM : Dick Johnson, Consultant, Special Education

SUBJECT: Department of Education--KTCA In-service TV Proposal

This is just a short note to inform you that the Federal Government, through the Educational Media Branch of the United States Department of Health, Education, and Welfare, has notified us that approval for our proposal has been granted. As you know, we proposed development of a pilot series of four to six in-service TV programs for teachers of the retarded. I believe you all received a copy of the proposal before it was submitted.

As the duration of this pilot project is one year extending from July 1, 1965 to July 1, 1966, a meeting of all Consultants and Advisory Board Members will be necessary relatively soon to begin the pre-planning phase and to re-orient ourselves to steps necessary for implementation of our proposal. You will be individually contacted relative to selecting the date for this meeting.

DJ:dyg

May 19, 1965

Mr. Ralph C. M. Flynt
Associate Commissioner for
Educational Research & Develop
Office of Education
Department of Health, Educatio
and Welfare
Washington, D.C. - 20202

Dear Mr. Flynt:

Enclosed are the signed copies of the letter contract covering Contract Number: OE-5-16-035 "A Pilot Demonstration of the Application of Educational Television to the In-Service Training Needs of Teachers of the Mentally Retarded".

Thank you very much for your approval of the project and cooperation in facilitating the letter contract in order to get the project underway.

Sincerely,

Duane J. Mattheis

DUANE J. MATTHEIS
Commissioner of Education

Enc.
DJM:SF
cc Ellsworth Stenswick

bcc Ronald J. Laliberte

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
CENTENNIAL OFFICE BUILDING
ST. PAUL, MINN. 55101

May 25, 1965

Mr. Joseph L. Leon
Magnetic Products Division
Minnesota Mining and
Manufacturing Company
P.O. Box 3211 - 935 Bush Avenue
St. Paul 1, Minnesota

Dear Mr. Leon:

This is just a short note to let you know that our proposal to develop a pilot series of in-service TV programs for teachers of the mentally retarded has been approved by the Educational Media and Dissemination Branch of the Office of Education.

I would also like to express our appreciation, on behalf of the Department of Education, for Minnesota Mining's generous donation of video tape. We appreciate your assistance and will keep you posted as we develop this pilot project. Again, thank you for your contribution.

Sincerely,

Dick Johnson

Dick Johnson
Consultant
Special Education

DJ:cmt
cc-Duane J. Mattheis, Commissioner of Education
Axel L. Peterson, Assistant Director
Dr. Victor Kerns, KTCA

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

JUN 16 1965

Honorable Duane J. Mattheis
Commissioner of Education
State Department of Education
St. Paul, Minnesota 55101

NDEA, Title VII-B
Contract Number: OE-5-16-035

Dear Commissioner Mattheis:

This is to advise you that the expiration date of the letter contract dated April 30, 1965, for the project entitled "A Pilot Demonstration of the Application of Educational Television to the In-Service Training Needs of Teachers of the Mentally Retarded" is extended from June 30, 1965, to August 31, 1965. Further, the total amount of Fiscal Year 1965 funds available for the work is increased from $7,486 to $7,801.

Sincerely yours,

(Sgd) Ralph C. M. Flynt /F

Ralph C. M. Flynt
Associate Commissioner for
Educational Research and Development

cc:
Dr. Ellsworth Stenswick

m

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

July 19, 1965

Honorable Duane J. Mattheis
Commissioner of Education
State Department of Education
St. Paul, Minnesota 55101

Dear Commissioner Mattheis:

Enclosed are five copies of proposed Contract OE-5-16-035 with the Minnesota State Department of Education for "A Pilot Demonstration of The Application of Educational Television to the In-Service Training Needs of Teachers of the Mentally Retarded."

Please have all five copies signed and certified and returned to me immediately. A copy, after signature by the Associate Commissioner for Research, will be returned to you.

Sincerely yours,

/s/ Hugh F. McKeegan

Hugh F. McKeegan
Officer in Charge, Dissemination Br.

Enclosures 5

cc:
Dr. Ellsworth Stenswick

January 21, 1966

Mr. Thomas B. Irvin
Director of Special Education
State Department of Special Education
Centennial Office Building
St. Paul, Minnesota 55101

Dear Tom:

This is in follow up of our January 21st telephone conversation regarding the evaluation form for the in-service television series.

As I indicated to you over the phone, I feel very strongly that this evaluation form should not "rate" the performing teacher or the environment in which the teacher is performing. I feel, rather, that the evaluation form should attempt to indicate in some manner what the viewing teacher learned from this method of in-service training in areas relating to individual differences. Some of these are, obviously, grouping for instruction, behavior management, use of instructional materials, etc. Perhaps the only change that needs to be made in the form is a change in emphasis from evaluation of the teacher who is performing to evaluation of what the viewing teacher was able to gain from viewing the film.

I don't know exactly how much sense this makes to you, but I would reiterate that, in terms of basic purpose of this pilot series, the simple rating of various areas that relate quite directly to the quality of the performing teacher or her classroom would not satisfy our objectives.

As I indicated, I plan to be in St. Paul late Friday afternoon and will call when I arrive. If you would like to get together with any of the other committee members to discuss this matter in greater detail, we can make the arrangements at that time.

Sincerely,

Richard A. Johnson
Director of Special Education

RAJ/cb

February 9, 1966

Mrs. Alverna Robinson
Special Education Supervisor
Bureau for Handicapped Children
110 North Henry Street
Madison, Wisconsin 53703

Dear Mrs. Robinson:

I would like to bring you up-to-date on the television project for in-service training of teachers of the mentally retarded. You will recall during our telephone conversation a few weeks ago that you were hoping that the 8th and 9th of February could be reserved for the purpose of visitation into some of the classrooms in Wisconsin; however, it appears that those days were not convenient. Since I did not hear from you, I have taken some independent action and I hope it meets with your approval.

I have sent a letter of explanation, as well as four observation forms, to be used for each of the half hour programs to the teachers which were listed on your letter of October 21, 1965, indicating that the State of Minnesota has been in contact with the Bureau for Handicapped Children and that their names had been suggested as teachers who might be interested in co-operating.

I should be in touch with you later this spring when the results of the teachers' comments are tabulated.

Thank you for your cooperation.

Sincerely,

Norman Cole
Coordinator of Special
Classes

NC:wf

Enc.

February 9, 1966

Mrs. Evelyn Anderson
Special Class Teacher
Superior Public Schools
Superior, Wisconsin

Dear Mrs. Anderson:

As you will note from the attached material, the State of Minnesota is involved in a project to investigate the value of using television for in-service training of teachers working with retarded children. The State Department of Minnesota is asking a number of other State Departments to work in cooperation with this project, including North Dakota, Iowa, and Wisconsin.

I have visited with the Bureau for Handicapped Children and talked with Dr. Blessing, Mr. Contrucci, and Mrs. Robinson, who I understand is the State Supervisor for your area. Both Mrs. Robinson and I were hoping to be able to visit your classroom and discuss this project in some detail with you; however, due to the present demands on our time we are unable to make such a visitation at this time.

I am writing to you as a member of the committee assigned by the State Department of Minnesota to develop this T. V. series. We would appreciate it if you would read this information and work cooperatively with us on this project.

Sincerely,

Norman I. Cole
Coordinator of Special Classes

NC:dd
encls.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

RECEIVED
FEB 25 1966
SPECIAL EDUCATION DEPT.

February 18, 1966

Mr. Thomas B. Irvin
Director, Special Education
Department of Education
St. Paul, Minnesota 55101

Dear Mr. Irvin:

We have your letter requesting an amendment to your contract OE-5-16-035 to include additional funds in the amount of $3,682.50. The request seems to us to be a reasonable one and we are initiating steps to have it processed through our Contracts' Office. If official word from them to you is not received before the end of April, please notify me at once so that additional steps may be taken to process the papers with as little further delay as possible.

Sincerely yours,

Gertrude G Broderick

(Mrs.) Gertrude G. Broderick
Educational Media Specialist
Dissemination Branch

APPENDIX J

OE 5-16-035

"BROADCAST NOTIFICATION LETTER TO TEACHERS OF THE RETARDED"

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
CENTENNIAL OFFICE BUILDING
SAINT PAUL, MINN. 55101

TO: Special Education Teachers

FROM: Special Education Section, Department of Education

SUBJECT: Inservice Television Project

We want to call your attention to a unique inservice project for teachers of retarded children. This pilot project initiated by the Special Education Section and aided by KTCA-TV, the University of Minnesota and local school systems will investigate the usefulness of television as a medium of inservice training for teachers of retarded children.

Four broadcasts of different special classroom programs will be televised over Channel 2, KTCA-TV on consecutive Mondays, February 14, 21, 28, and March 7 at 3:30 P.M.

The broadcasts will show some important and critical portions of a typical day in a classroom for retarded children. Special emphasis is focused upon the techniques that a master teacher uses in operating a successful program geared to the individual differences of the children in the room. We urge you to watch these telecasts on each of the dates listed above.

In addition to viewing the four telecasts, we enlist your cooperation in the evaluation phase of the study by answering the attached questionnaires. Directions for completing the questions are included on the forms. When you have completed all four questionnaires, mail them to:

Department of Education
Special Education Section
Fourth Floor - Centennial Building
St. Paul, Minnesota 55101

We believe that you will find these broadcasts both informative and stimulating and we thank you in advance for your cooperation in this pilot study.

OE 6000 (9-65) DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D.C.
ERIC DOCUMENT RESUME

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DATE, NAME, AND COMPLETE ADDRESS OF AUTHORITY
TYPE OF RELEASE

4. SOURCE
Minnesota State Department of Education
Centennial Building
St. Paul, Minnesota

5. TITLE
"A Pilot Demonstration of the Application of Educational Television to the In-service Training Needs of Teachers of the Mentally Retarded." OE-5-16-035

6. AUTHOR(S) Johnson, Richard A.

7. DATE 1/67 8. PAGINATION 130 9. REFERENCES N. A.

10. REPORT/SERIES NO. N. A.

11. CONTRACT NO. OE 5-16-035

12. PUBLICATION TITLE
Same as entry #5 above

13. EDITOR(S) Herk, Mrs. Irene and others

14. PUBLISHER State Department of Education, St. Paul, Minnesota

15. ABSTRACT (250 words max.)

This Final Report, entitled "A Pilot Demonstration of the Application of ETV to the In-service Training Needs of Teachers of the Mentally Retarded," provides a summary of the inception, implementation, application and evaluative processes connected with OE Project 5-1

This Project was developed out of recognition of the large "gap" that exists between fo
training programs for teachers of the educable retarded and the "cold water" of actual clas
teaching, and out of the need for an approach which would provide meaningful follow-up, inse
experiences. This problem has been especially critical in smaller school districts.

In an attempt to provide meaningful inservice experiences to a large number of both ur
and rural special class teachers at minimal per-teacher expense, the Minnesota State Depart
Education, in cooperation with KTCA-TV, a Minneapolis-St. Paul Educational Television stati
applied for and received an Office of Education Grant to explore use of broadcast televisio
inservice medium. Under the conditions of the Project Application, four one-half hour prog
emphasizing teaching for individual differences and filmed in actual classes for the educab
mentally retarded were produced, broadcast and evaluated. The major recommendation was for
continuation of this Project over a two-year period, with the production of 30 or more prog
as a goal. Other recommendations related to procedural, technical, and professional change
which would improve program quality and make possible program production at a lower per-prog
expense.

16. RETRIEVAL TERMS (Continue on reverse)

17. IDENTIFIERS

N. A.	N. A.

Figure 3. ERIC Document Resume